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ABSTRACT

This report describes the Organizing for Diversity Project, which generated professional development modules to prepare teachers to work more effectively with diverse students. Prototype modules were developed in collaboration with teacher volunteers, then field tested. The final 11 modules, which included 33 hours of training, were designed for implementation over 9 months. They emphasized: the importance of effective intercultural communication in the classroom; views of culture; cultural influences and the socialization of children; dimensions of cultural variability; strategies of acquiring culture-specific knowledge; and interviewing as a strategy to acquire culture-specific knowledge. Data analysis involved comparing entry and exit scores on quantitative measures and analyzing qualitative data sources for changes over time across four variables (awareness, knowledge, beliefs, and skills). Teachers' awareness about their own cultural identity increased, though perceptions about cross-cultural adaptability did not. Knowledge about the impact of culture on classroom interactions increased. Teachers showed a mixed pattern of changes in beliefs about culturally and linguistically diverse students. Their skills increased related to preventing/managing culture clashes in the classroom. (Contains 58 references.) (SM)

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November 2000

The Southwest Educational Development Laboratory

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November 2000

The Southwest Educational Development Laboratory

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Introduction

Disturbing numbers of culturally and linguistically diverse[1] (CLD) students underachieve in U.S. public schools (Williams, 1995). Despite a history of attempts to rectify this problem, there remains a persistent achievement gap between CLD students (taken as a group) and their white peers. Although the underachievement of CLD students cannot be attributed to a single cause, one of the continuing concerns among educators is the cultural discontinuity that exists between teachers and their students, which contributes to "well-meaning cultural clashes" (Brislin, 1993; Zeichner, 1993). A "well-meaning cultural clash" (Brislin, 1993) can be defined as the misunderstanding or disagreement that results when two or more individuals from different backgrounds interact, each basing their behaviors on a different set of rules for what is expected and/or considered appropriate. This conflict becomes problematic as the cultural gap between teachers and students widens.

Currently, CLD students represent approximately 30 percent of the student population nationally; by the year 2020 this number is predicted to reach about 40 percent (NCES, 1996). This growing percentage of CLD students is most pronounced in urban school districts (NCES, 1996), where "minorities," taken as a whole, have been the majority since 1981 (NCES, 1995). While the student population has become increasingly diverse, the vast majority of teachers continue to be monolingual, white, middle-class females (Zeichner, 1993). Currently, white teachers comprise 90 percent of the teacher workforce (McIntyre, 1997) and by the year 2000 this percentage is projected to be as high as 95 percent (Banks, 1991). In contrast, recent trends suggest that the already small number of teachers of color are declining (Wald, 1996). In short, these statistical trends confirm that predominantly white teachers will continue to teach a growing number of CLD students whose school achievement has historically been lower than that of their white peers.

The cultural gap resulting from the demographic disparities between teachers and students is further exacerbated by the fact that the teacher workforce, including teachers of color, has typically graduated from teacher education programs that operate from a mainstream, monocultural perspective to teaching and learning (Brown, 1993, Goodlad, 1990). Limited in their intercultural knowledge and experiences, these graduates generally try to avoid working in urban school districts where many of the students are nonwhite and poor. As Ladson-Billings (1990) observes,

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[1] In using the term "CLD" students, we refer primarily to students whose historical problems with underachievement in U.S. schools have been well documented by current research. This research has predominantly focused on African American, Mexican American, Puerto Rican, Pacific Islander, and Native American students. This does not exclude the fact that CLD students from other ethnic backgrounds and students from backgrounds of poverty may also underachieve when compared to mainstream students. We also want to point out that many culturally and linguistically diverse students succeed in mainstream schools; underachievement is not a factor of culture in and of itself, but a factor of how groups interact in a society.

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> Schools and colleges of teacher education are turning out class after class of young white female teachers who would rather work in white, middle-class suburbs. Unfortunately, their services are most needed in low-income schools, whose students come from races, cultures, and language groups for whom these new teachers feel unprepared. (p. 25)

For teachers to be prepared to teach CLD students, they must understand how differences in the cultural norms of home and school sometimes produce devastating effects for culturally and linguistically diverse children and youth[2] (Greenfield, Raeff, & Quiroz, 1995). Children bring to school modes of interaction and behavior that reflect the "invisible" or hidden culture[3] of the home and that are often in conflict with the invisible culture of the school, thereby creating problems for students and teachers alike (Greenfield et al., 1995). Practitioners are often unable to pinpoint the sources of conflict because these cultural dynamics are not visible. As a result, even the most well-intentioned teachers manage to contribute to cultural tensions.

> Teachers conscientiously attempt to create culturally sensitive environments for their students (e.g., through multicultural displays and activities), while simultaneously structuring classroom interaction patterns that violate cultural norms, i.e., the invisible culture of various minority groups. (Greenfield et al., 1995, p. 5)

Central to these classroom-interaction patterns is the process of communication. Effective communication is essential to ensuring appropriate teaching/learning environments in classrooms. Teachers and students are influenced by their own cultural backgrounds, many of these hidden from themselves and each other. Teachers' cultural backgrounds influence their philosophy of education, the materials they choose, their methods of instruction, and their interactions with their students (Greenfield, et al, 1995; Zeichner, 1993). Teachers are likely to rely on their own cultural norms (Hollins, 1996) and teach according to how they were taught and how they learn best. In a similar fashion, cultural background influences the ways in which students learn, how they interact with adults and their peers, and the different roles that school and home play in their lives. Student underachievement and failure often result from a failure to address these different styles and preferences of teaching and learning (García & Ortiz, 1988). A knowledge and understanding of intercultural communication (ICC) processes can promote teachers' ability to create an effective learning environment for all their students.

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[2] Although the great majority of teachers in the U.S. are women from European American, middle class backgrounds, teachers of color also experience cultural clashes, and therefore can benefit from professional development in intercultural communication.

[3] Invisible or hidden characteristics of culture are those norms of thinking and acting that are so ingrained that many individuals are unaware of their cultural grounding (Gudykunst & Kim, 1997). Visible characteristics of culture might include dress, food, holidays, and traditions.

Project Overview

Birth of the Organizing for Diversity Project (ODP)

A research and development project, the Organizing for Diversity Project (ODP) emerged from a series of forums related to urban education and the achievement gap experienced by CLD students in urban public schools:

- The 1995 Voices of the City national conference sponsored by the Urban Education National Network in Washington, D.C. The event was so successful that several of the Texas superintendents in attendance asked that the forum be duplicated in the Southwest Region the following year so that many of their teachers and administrators could attend.

- A series of meetings, in 1995, with superintendents representing the largest urban districts in the five-state region from the Urban Superintendent Network. During these meetings, the superintendents in this region expressed concerns about inadequately trained teachers and existing teacher preparation programs. They stated that the current teacher and administrator workforce lacked the appropriate knowledge and experience to work with urban learners. They also identified the cultural and socioeconomic disparities between students and teachers, which contributed to inadequate instruction and lower rates of achievement for CLD students.

- The Voices of Diversity Fall Forum in 1996. The 1996 forum convened researchers and practitioners to discuss urban problems and explore appropriate solutions for an audience of teachers, administrators, and policymakers in the Southwest Region. The primary focus of the forum was on diversity and effective strategies for teaching culturally and linguistically diverse students.

The ODP was developed to respond to these concerns and the urgent need to address the incongruence between the home culture that diverse students bring to the classroom and the culture of the school.

Goals of ODP

The primary purpose of the ODP was to develop and field test professional development modules that would prepare teachers to work more effectively with diverse students. The program was aimed at enhancing teachers' self-awareness of diversity issues (including their personal beliefs about diverse students), their knowledge and understanding of cultural influences on teaching and learning, and their communication skills for instructing and relating to diverse students. This intent was accomplished through three major goals:

- To provide teachers with opportunities to explore their own cultural identity and understand how this affects their teaching and interactions with diverse students;

- To increase teachers' understanding of how student identities are shaped by their own socio-cultural, linguistic, ethnic, and racial backgrounds, and how this affects learning and interactions in the classroom; and

- To develop teachers' ability to foster bicultural/multicultural competence for all students.

Consequently, the content of the staff development modules focused on factors that influence instruction as well as the interpersonal relationships between teachers, students and their families.

Finally, given the limited research on intercultural communication in the classroom, the ODP design included an evaluation component that enabled project staff to examine the impact of the training on participating teachers.

ODP Program Design and Implementation

The staff development component of the ODP was implemented over a three-year period and consisted of two phases (1996-99). During the Development Phase, project staff conducted an in-depth review of the research literature on teacher education, intercultural communication, multicultural education, and staff development, to identify the most appropriate content as well as process for the design of the modules. The results of this review provided the theoretical and conceptual foundation for the design and content of the staff development modules (see section below for a more detailed discussion). Eleven prototype modules were then developed in collaboration with participating teacher volunteers from two schools. During this phase, teachers participated in a series of staff development sessions over a 9-month period. They provided feedback on the content and design of the modules which contributed to subsequent modifications. During the Validation Phase, the 11 revised modules were field-tested at a second site, this time involving an entire school faculty. This staff development was implemented over the duration of one academic year (fall, spring). Both groups received a total of 33 hours of professional development respectively. Feedback received from the teachers who participated in the Validation Phase contributed to final revisions of module content and design.

Development Phase of the Training Modules

Theoretical and Conceptual Framework of the Project

While there is an abundant amount of literature on culture and communication, SEDL's review of the research revealed only a modest literature on the impact of intercultural communication on education (e.g., Au & Jordan, 1981; Au & Kawakami, 1994; Brophy and Good, 1970, 1974; Good & Brophy, 1973; Greenfield et al., 1995; Heath, 1981; Heath and Mangiola, 1991; Ladson-Billings, 1994; Nieto, 1992; Scheurich, 1997). The work conducted through SEDL's Organizing for Diversity Project reflects the assumptions that (a) intercultural communication plays an important role in interactions

between teachers and students of different cultures, (b) increasing teachers' understanding of ICC will contribute to more culturally responsive interactions with students, and that (c) culturally responsive communication with CLD students will enhance instruction for this population. Consequently, the theoretical framework for the project was informed by the work of William Gudykunst, professor of speech communication at California State University, Fullerton (Gudykunst, 1993, 1994), and his colleagues (Gudykunst & Ting-Toomey, 1988; Gudykunst & Kim, 1997). This work focuses on developing a theory of interpersonal and intergroup effectiveness that can be applied to improving the quality of communication between individuals from different socio-cultural and linguistic backgrounds. We used this model to explore ways that teachers might reduce the communication and cultural incongruities they experience between themselves and students from different cultural backgrounds. A detailed review of this literature and its implications for the classroom can be found in the document, *Intercultural Communication in the Classroom* (Chamberlain, Guerra, & Garcia,1999).

There is a well-established body of literature, theoretical as well as empirical, on intercultural communication theory and methods for diversity training. Though this research and theory have often reflected in an international context (i.e., exchange students, Peace Corps training, business), these researchers have noted the educational implications for public education in the U.S. (e.g., Brislin, 1993; Brislin & Yoshida, 1994a, 1994b; Cushner, 1996; Gudykunst, Guzley, &Hammer, 1996; Gudykunst & Kim, 1997; Landis & Bhagat, 1996). The ODP sought to integrate principles of effective staff development in education, education of CLD students, and intercultural communication. These key perspectives included:

- The teaching-learning process requires active and successful communication between students and teachers (as well as students and students). Intercultural communication knowledge and skills are therefore essential for teachers who are culturally (including socio-economically) different from their students (Brislin, 1993; Gudykunst, 1994). Moreover, *differences in perspectives between students and teachers are not exclusive to white teachers, but also occur with teachers of color.* ICC skills are therefore necessary for *all* teachers who educate diverse students.

- While culture-specific information is valuable in working with diverse students, teachers need *culture-general* knowledge that can be applied to *any* culture and that can be used as a framework to understand the multiple perspectives and behaviors of diverse students. An example of culture-general knowledge applicable to ICC is an understanding of the dimensions of cultural variability (Hall, 1989; Hofstede, 1997) and how they manifest themselves in the classroom.

- The development of ICC skills is a multi-faceted endeavor, involving not only the increase of content knowledge, but an increased self-awareness and examination of teachers' own beliefs. Since beliefs are deeply embedded and typically difficult, if at all possible to alter (Kennedy, 1997; Zeichner, 1993), staff development efforts that involve such introspection require an extended period of time as well as opportunities for guided debriefing. The process of examining one's belief

system is a prerequisite to successful application of cultural knowledge (Brislin & Yoshida, 1994b); without this step, teachers may demonstrate increased awareness and knowledge of cultural information but fail to apply it in the classroom. All these components must be integrated into staff development programs if they are to be effective.

- The growth and transformation in these areas combined (self-awareness, knowledge, and beliefs) can then lead to changes in skills and classroom practice (Brislin & Yoshida, 1994b). Though skills are often thought of as the behavioral dimension, many of the skills involved in successful intercultural communication are cognitive (e.g., appropriate interpretation of behavior, perceptual acuity, emotional resilience, flexibility, mindfulness). These cognitive skills, in turn, provide the foundation for successful interactions with CLD students and families.

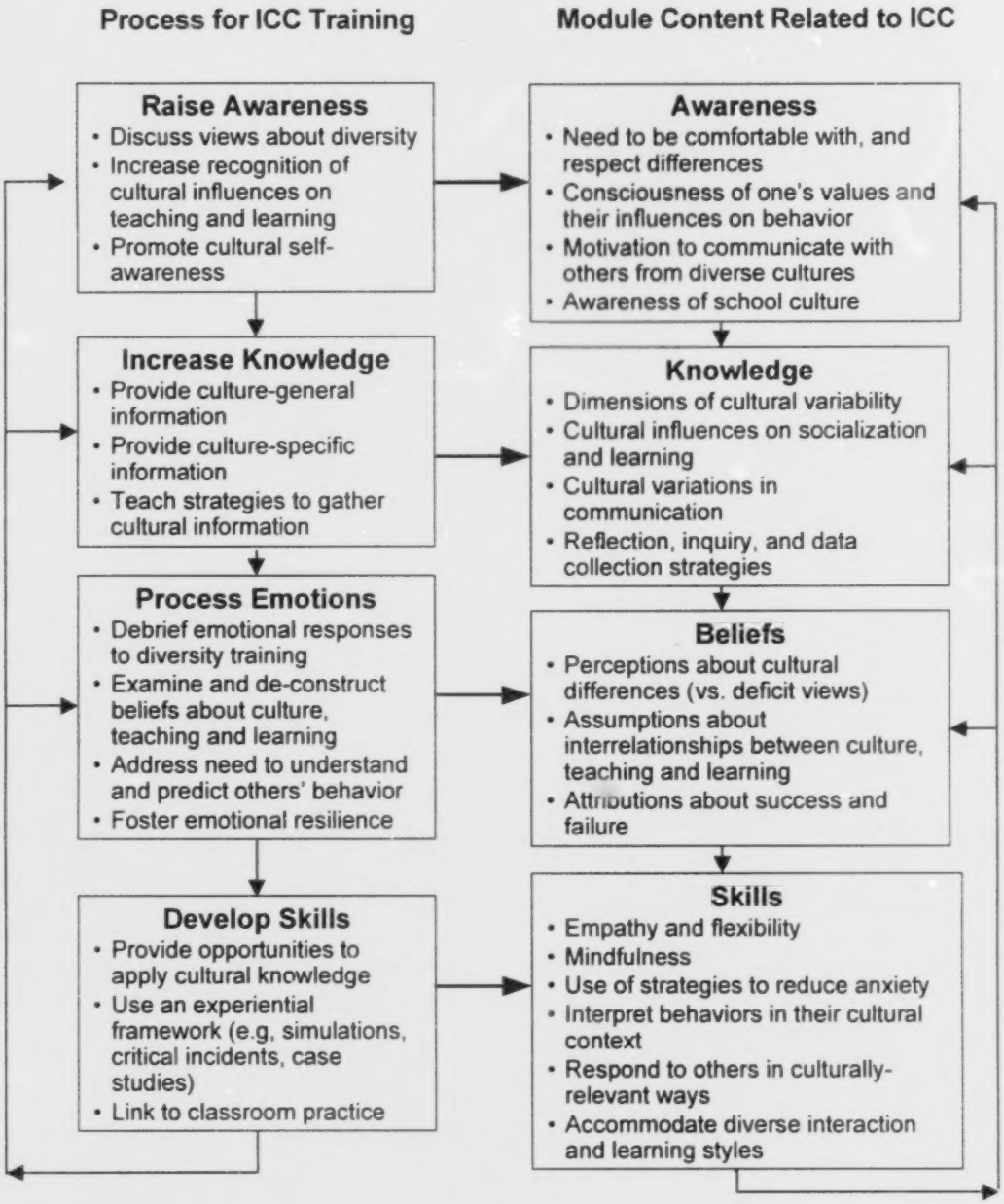
- Effective staff development practices and the nature of ICC skill development indicate the need for a constructivistic, hands-on approach to training (Sparks & Hirsch, 1997) that is sustained over a prolonged period of time (Hord, Huling-Austin, & Hall, 1987), not just a one-time lecture on the topic (Korinek, L., Schmid, R., and McAdams, M., 1985; Sleeter, 1992).

- Classroom teachers are essential partners in the development of effective and relevant staff development for inservice and preservice teachers (Korinek, L., Schmid, R., and McAdams, M., 1985; Sparks & Hirsch, 1997).

The ODP was specifically designed to incorporate these principles in several important ways (the integration of principles related to content and design is depicted in Figure 1). First, SEDL's training *content* focused on cultural differences in communication, believing that communication between teacher and student provide the foundation for teaching. For a list of specific project goals the reader is referred to Table 1. The training was based on the assumption that increased teacher knowledge and self-awareness regarding intercultural communication would support positive interactions with CLD students. Positive teacher-student interactions, in turn, would reduce feelings of alienation for CLD students and ultimately promote higher achievement for these students.

Second, ODP training *design* was based on sound professional development practices. It included 11, three-hour training modules that actively engaged teachers in the content. Coaching was provided to help teachers understand and address intercultural communication in their classrooms. The training spanned an entire academic year to provide teachers with sufficient time to learn the content, reflect on the beliefs they brought to the classroom, and apply what they learned in their classrooms with students.

Figure 1
Theoretical Framework that Informed ODP Design for Intercultural Communication (ICC) Training and Module Content


Process for ICC Training
Module Content Related to ICC
Raise Awareness
• Discuss views about diversity
• Increase recognition of cultural influences on teaching and learning
• Promote cultural self-awareness
Awareness
• Need to be comfortable with, and respect differences
• Consciousness of one's values and their influences on behavior
• Motivation to communicate with others from diverse cultures
• Awareness of school culture
Increase Knowledge
• Provide culture-general information
• Provide culture-specific information
• Teach strategies to gather cultural information
Knowledge
• Dimensions of cultural variability
• Cultural influences on socialization and learning
• Cultural variations in communication
• Reflection, inquiry, and data collection strategies
Process Emotions
• Debrief emotional responses to diversity training
• Examine and de-construct beliefs about culture, teaching and learning
• Address need to understand and predict others' behavior
• Foster emotional resilience
Beliefs
• Perceptions about cultural differences (vs. deficit views)
• Assumptions about interrelationships between culture, teaching and learning
• Attributions about success and failure
Develop Skills
• Provide opportunities to apply cultural knowledge
• Use an experiential framework (e.g, simulations, critical incidents, case studies)
• Link to classroom practice
Skills
• Empathy and flexibility
• Mindfulness
• Use of strategies to reduce anxiety
• Interpret behaviors in their cultural context
• Respond to others in culturally-relevant ways
• Accommodate diverse interaction and learning styles

Based on: Brislin, R., & Yoshida, T. (1994). *Intercultural communication training: An introduction*. Thousand Oaks, CA: Sage. Gudykunst, W. B., & Kim, Y. Y. (1997). *Communicating with strangers: An approach to intercultural communication*. Boston: McGraw-Hill.

Third, teachers participated as co-developers with project staff in identifying the most relevant content and most effective activities, materials and approaches for communicating this content. To this effect, they were asked to provide input and feedback in a variety of ways, including focus groups, formal and informal interviews with selected teachers, session evaluations, and reflective journals. As discussed later, this feedback guided module revision in important ways.

Fourth, Brislin and Yoshida (1994b) note that cross-cultural training is different from other types of training because the "need to acquire skills is not as obvious" (p. 26). They consequently advocate a hierarchical approach: awareness → knowledge → beliefs → skills. First, trainers must raise *awareness* about the importance of intercultural communication. Next, trainees' heightened levels of awareness must be supplemented by the appropriate *knowledge*. Third, as awareness and knowledge increase, the trainees' sense of identity is challenged. Certain *beliefs* about themselves and others will surface and therefore need to be anticipated and addressed during training. It is only when these other areas have been explored that trainees are prepared for *skill* acquisition; i.e., because they will be more aware of past actions which may have been culturally insensitive, because they will have acquired increased cultural knowledge and therefore hold fewer or less extreme "ethnocentric" beliefs, they will therefore possess a greater readiness to acquire the skills necessary to improve their intercultural interactions.

Finally, the ODP included an evaluation component to determine the impact of the staff development modules on participating teachers' cultural awareness, knowledge, beliefs, and skills. A variety of measures were utilized to enable project staff to document changes in these four areas over time, as well as to gain an in-depth understanding of the nature of staff development in diversity. Taken together, these data sources provided the basis for modifications in module content as well as the development of training guides which accompany each module.

Overview of Modules

Understanding the Cultural Contexts of Teaching and Learning is a series of 11 three-hour training modules, designed to be implemented over a 9-month period, for a total of 33 hours of professional development. Each module contains the following components:

- A set of handouts for participants, including an agenda, project goals, and session objectives;
- A set of transparency masters for staff development facilitators; and
- A training guide for facilitators, which includes required readings, a workshop agenda, instructions for activities, and background information to facilitate discussions and additional resources.

Project goals and topics for each of the 11 modules are presented in Table 1. For the complete set of modules, including handouts, transparency masters and training guides, see Organizing for Diversity Project's *Understanding the Cultural Contexts of Teaching and Learning* (Guerra & García, 2000).

Table 1
Understanding the Cultural Contexts of Teaching and Learning

A. Project Goals

By participating in the Organizing for Diversity Project, participants will:

1. Increase their awareness of their own cultural filters and those of their students, and how these filters color interactions, interpretations, and behaviors;
2. Increase their knowledge and understanding of cultural influences on the teaching-learning process;
3. Reduce anxiety they may be experiencing related to intercultural interactions in the classroom context; and
4. Develop skills related to intercultural communication in classroom contexts.

B. Module Topics

Module I	The Importance of Effective Intercultural Communication in the Classroom
Module II	Views of Culture
Module III	Cultural Influences and the Socialization of Children- Part I
Module IV	Cultural Influences and the Socialization of Children- Part II
Module V	Cultural Influences and the Socialization of Children- Part III- Conducting Home Visits
Module V	Dimensions of Cultural Variability: Individualism-Collectivism
Module VII	Dimensions of Cultural Variability: Low-High Context Communication
Module VIII	Dimensions of Cultural Variability: Power Distance Uncertainty Avoidance Masculinity-Femininity
Module IX	Dimensions of Cultural Variability: Value Orientations
Module X	Strategies for Acquiring Culture-Specific Knowledge
Module XI	Interviewing as a Strategy to Acquire Culture-Specific Knowledge

The Module Development Process

The review of the literature led to the delineation of preliminary content, scope and sequence for the 11 modules to be developed. These prototype modules were then presented to participating teachers, and their feedback was elicited to guide future revisions. Objectives for each session addressed each of the stages of intercultural competence: awareness, knowledge, beliefs, and skills. The session format typically included the following components and sequence of activities:

- *Opening:* Included sign-in, welcome, and housekeeping details
- *Main activity:* Usually a small group activity that was constructivist in nature (used to provide an experiential framework from which concepts could then be explored by participants and clearly understood).
- *Debriefing:* The debriefing was guided by the facilitator and provided participants with the opportunity to discuss examples from their own classroom experiences.
- *Presentation of technical information:* Formal presentation and/or reinforcement of the concepts that were elucidated in the opening activity and were discussed in non-technical terms in the debriefing.
- *Classroom application:* Through a small group activity, participants applied newly learned concepts to classroom interactions.
- *Closing:* included journal and/or homework assignment and evaluation of session.

Selection of Site and Participants

SEDL first contacted central office administrators at selected school districts in Central Texas, to identify schools that would be interested in participating which also matched selection criteria. This design was used to elicit participation from the target populations of teachers as well as students. Thus, only those schools were contacted that reflected:

- an enrollment of predominantly Hispanic, African American, Native American, and/or Asian American students (more than 50 percent);
- a high percentage of students from low income backgrounds;
- a predominately European-American faculty;
- an openness to diversity innovations;
- leadership by a principal who had more than one year of experience; and
- a district staff development director who would serve as a change facilitator/coach at the site upon completion of the project.

Participants were 24 volunteer teachers from two elementary schools (15 and 9 respectively) with predominantly non-European American, low income students in the same urban school district in Central Texas. The volunteers received a stipend of $750 for their participation in the project.

As a group, participants were predominantly female and European American (see Table 2). Even though there were a few African American teachers at the two schools, none volunteered to participate. Participant attrition resulted in the loss of seven teachers from the original group of volunteers creating a final sample of 17 teachers who remained until the end of the project.

Table 2
Demographic Characteristics of Teachers Participating in the Development Phase (N=24)

	School A	School B	Total
Race/Ethnicity			
European American	10	5	15
Hispanic	4	2	6
Biracial/mixed descent	1	2	3
Gender			
Male	0	3	3
Female	15	6	21

Participation in the Development Process

To help guide the creation of the modules, teachers were asked to complete a series of needs assessment instruments which measured their entering awareness, knowledge, beliefs and skills related to intercultural communication. As each of the modules was developed, they were delivered to the teachers at sessions scheduled after school approximately one day per month during the spring and fall semesters. This phase of development was implemented from February to December 1998[4]. At the end of each session, teachers provided feedback regarding the content, the materials, and the staff development process via evaluation forms, focus group meetings, and journal entries. Of the 17 teachers who completed the project, a cohort of seven: a) provided additional feedback regarding the modules, b) participated in structured one-on-one initial and final interviews, and c) participated in peer coaching sessions. These seven teachers volunteered to be members of the cohort and received an additional $200 stipend for their participation.

[4] Implementation did not occur during summer vacation.

Revision of Modules

All 11 modules were revised based on several sources of feedback: teacher feedback, project staff and consultants' observations about the impact of module content during the sessions, and debriefings of the participants' reactions to activities and concepts following each session. In general, feedback obtained during the Development Phase led to the following revisions:

- Module content was reduced and streamlined;
- More time was built into the session design to provide opportunities for teachers to debrief, dialogue, and apply the content to personal and classroom contexts; and
- Connections to classroom contexts were made more explicit.

Specific teacher input and resulting changes for each module are summarized in Appendix A.

Outcomes: Evaluating the Impact of Content and Design

The ODP design included an evaluation component[5] which documented changes in teacher self-awareness, knowledge, beliefs, and skills as a result of participating in the professional development program. This process was central to evaluating the impact of the module content and project design. Instruments and data collection protocols were developed and used to assess all four areas; some instruments were administered at the beginning and end of the professional development program while other types of data (e.g. reflective journals) provided insights about participating teachers' reactions over the duration of the project.

Research Questions

Five research questions were developed to guide the assessment of the impact of the ODP professional development program on participating teachers:

1. Did teachers' self-awareness about their own cultural identities increase?
2. Did teachers' general and specific knowledge about the impact of culture on classroom interactions increase?
3. Did teachers' initial beliefs towards CLD students and diversity change?
4. Did teachers' intercultural communication skills in the classroom increase?

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[5] See Organizing for Diversity Project Research Design, 1999.

5. Is there a relationship among changes in teachers' self-awareness, knowledge, beliefs, and skills and behaviors?

Methodology

As described in greater detail in the Research Design document, the developmental nature of the project as well as content of the modules called for a qualitative approach to the research. SEDL recognized the need to examine changes in teacher's intercultural competence from multiple perspectives, using a variety of data sources that would yield a representative profile of this complex process. This project provided an opportunity to examine the process in depth for a selected subsample of participants. At the same time, the need to document changes in the larger group, albeit at a less detailed level, led to the use of quantitative measures that were administered prior to, and following completion of the ODP modules. In spite of the combined use of qualitative and quantitative measures for data collection, the assumptions guiding the conceptualization of the study, as well as data collection and analysis were drawn primarily from a qualitative perspective (Lincoln & Guba, 1985; Stake, 1995). These assumptions, and their influence on the projects are summarized below:

- Reality is constructed by individuals who bring their varied values, backgrounds and experiences to the process. It is therefore essential to examine phenomena from the perspectives of the participants, as well as to recognize the influence of researchers' values on the research process. In this project, descriptions of participants' shifts in cultural self-awareness, knowledge, beliefs, and skills relied heavily on their journal entries and interviews, in addition to other data sources such as demographic profiles. In order to limit the researchers' own values from biasing the data analysis and interpretation processes, project staff used member checks and peer reviews to establish the trustworthiness of the findings.

- Since there is no single perspective of reality, it was assumed that each participant's response to the ODP staff development would be influenced by his/her own cultural, social, linguistic and experiential backgrounds. It was recognized that (a) participants would react differently to module content, and that (b) changes in participants' levels of awareness, knowledge, beliefs and skills must be interpreted in context; i.e., in relation to their background experiences, incoming levels of intercultural competence, *and* the specific ODP module content. Data analyses, therefore, included detailed descriptions of cohort teachers, triangulation of data for each participant as well as for the group, and the development of case studies to illustrate the complex interrelationships between these factors.

- Considering the complex and interrelated nature of the process involved in developing intercultural communication competence, it is neither feasible nor desirable to attempt to isolate a single factor or event as the reason for changes (or lack thereof) in teachers' awareness, knowledge, beliefs and skills. As a result, the ODP design sought to describe the relationships between and among

variables rather than search for a single cause or predictor for effective staff development related to diversity.

- The findings in qualitative research emerge from the data, even though the themes are likely to be influenced by the purposes of the project and the guiding research questions. As the data were analyzed, there was a constant effort to ensure that themes would not be overlooked if they did not fit neatly under the theoretical frameworks informing the analysis. In other words, researchers examined themes other than awareness, knowledge, beliefs, and skills when they occurred in the data.

- Finally, given the existence of multiple realities, and the variations that exist within and across settings, the purpose of the ODP research was to develop a body of knowledge that describes the experience of participating teachers in staff development related to diversity, and to illustrate the continuum of responses within the groups. These descriptions can then be used by teacher educators and staff development specialists in preservice and inservice education to determine the extent to which the project's findings are relevant and useful. Transferability of the findings, then, is likely to be appropriate only to those individuals and settings which most closely resemble the contexts in which the project was implemented.

Instrumentation

A variety of instruments were utilized to gather data across all participants as well as to more closely examine the impact of the modules and the process on the participating teachers. These instruments were utilized at both sites (i.e., Development and Validation Phases). An overview of each instrument follows (for a more detailed discussion, please see Organizing for Diversity Project Design, 1999).

Demographic Questionnaire

SEDL developed a 20-item questionnaire to obtain descriptive information about the ODP participants and to explore the relationship between demographic characteristics, educational background, professional preparation, teaching experience, and responsiveness to the staff development project (see Appendix B). The questionnaire elicited information such as gender, race/ethnicity, years of teaching experience, and contact with people from racial, socio-cultural, and linguistic backgrounds other than their own.

Culture Knowledge Test

A content-specific, 58-item Culture Knowledge Test (see Appendix C) was developed by SEDL to assess increases in teachers' knowledge about the impact of culture on classroom interactions. Eight questions (45 items) were multiple choice or matching

while the other nine questions (13 items) called for short, written answers[6]. The test reflected the content of the training modules, such as the assumptions about communication, dimensions of cultural variability, and vignettes which measured teachers' ability to accurately identify and interpret culture clashes in the classroom.[7]

Beliefs Survey

A thirteen-item Beliefs Survey (see Appendix D), developed by SEDL, was used to elicit teachers' beliefs about, and attitudes towards CLD students and towards diversity in the classroom. Given the potential risk of obtaining socially desirable responses, the Beliefs Survey asked teachers to rate each item as true or false as well as to explain their choices; i.e., it was expected that these explanations would reveal their attributions about the factors involved in CLD students' academic success or failure. In turn, these attributions would implicitly or explicitly reflect their underlying perceptions, beliefs and attitudes toward CLD students, families, social class, and multicultural education.

Cross-Cultural Adaptability Inventory (CCAI)

The CCAI (Kelley & Meyers, 1993) is a culture-general, 50-item instrument comprised of four scales, each representing a component of cross-cultural adaptability: Emotional Resilience (ER), Flexibility/Openness (FO), Personal Autonomy (PA), and Perceptual Acuity (PAC). Individuals rank themselves on each item, using a six-point Likert scale, with higher scores indicating greater levels of effectiveness. Coefficient alphas for the internal consistency of each scale were .82, .80, .68, and .78 respectively. Kelley & Meyers report that the inventory reflects following types of validity: 1) face, 2) content, 3) construct, and 4) predictive (Kelley & Meyers, 1993, pp. 31-32).

Reflective Journals

At the end of each of the 11 training modules teachers were given a take-home, reflective journal writing assignment (see Appendix E for a sample assignment). All assignments asked teachers to reflect on the material presented that day; selected assignments also included a specific activity related to the classroom. Moreover, the journals represented opportunities for private reflection to accommodate the range of comfort zones for participating in group discussions. In turn, project staff's responses to journal content provided individualized feedback, support, follow-up and cognitive coaching to participants.

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[6] The number of items is not equally divisible by the number of questions. In certain cases, multiple items were contained within one question.

[7] This instrument was administered at the beginning of the training. It served as a "baseline" gauge of participant's level of cultural knowledge.

Interviews

Two interview guides were developed to gather information from the cohort teachers. The first structured interview guide (see Appendix F), developed by SEDL, gathered information on teachers' beliefs and attitudes about their interactions with CLD parents and students as they began their participation in ODP. The interviews also provided SEDL staff opportunities to probe teachers' previous work experiences, how they started teaching, and prior diversity training.

The second interview guide (see Appendix G) was used at the conclusion of the professional development program to interview cohort members. This second guide obtained teacher perceptions of the impact of ODP on their awareness and knowledge, beliefs, and skills as related to intercultural communication and CLD students. Teachers also commented on the content, process, and overall experience of participating in the ODP staff development project.

Procedure

In the Development Phase, teachers completed the instrumentation during training sessions in February/March 1998 (Time 1), and again in December 1998 (Time 2)[8]. In addition to participating in all data collection as part of the larger group, the cohort teachers were interviewed in May and December 1998. Moreover, cohort teachers were videotaped in their classroom and participated in one-hour coaching session during the project. During these sessions, teachers examined and discussed the staff development content with their peers and a facilitator in greater depth to understand how it could be applied to classroom interactions and instruction.

Data Analysis

Data analysis involved comparisons of entry and exit scores on quantitative measures as well as an analysis of qualitative data sources for changes over time across the four variables of interest to the project: awareness[9], knowledge, beliefs, and skills. Given the differences in the nature of quantitative and qualitative data, initial data reduction and analyses followed the respective protocols for each type of data, as described below.

Analysis of Qualitative Data

Researchers utilized inductive data analysis (Brooks 199?; Miles & Huberman, 1994) with the open-ended items (Culture Knowledge Test, Beliefs Survey, Journals, and Interviews). The steps involved:

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[8] Participants completed the Demographics questionnaire only at Time 1.

[9] Although the first research question mentions only self-awareness, researchers broadened their examination of this variable based upon analysis of the data and further readings in the literature. Therefore, for the remainder of the report, the term awareness will be used in place of self-awareness.

1. Conducting a thorough reading of each data set to get a holistic sense of the ideas that emerged throughout the course of the material.

2. Developing, testing and refining an organizing system for coding the data set. This step entailed reading several data documents of one data set and identifying topics that occurred and reoccurred. From these, topics, codes or categories were formulated. Next, the same data documents were reread and data were divided into segments of information that could stand alone and were coded using the categories from the previous step. In other words, data were examined and divided by what the segments were about and not what was being said. When new data documents were read and coded and a category did not fit, the organizing system was refined. Categories were renamed, subdivided, discarded or supplemented by new ones. Finally, the entire data set was recoded using the finalized organizing system.

3. Assembling the coded data for a data set by categories and identifying and summarizing the content in each one. Commonalties, uniqueness', confusions and contradictions in the content of each category were noted.

4. Examining the data within and across the categories in order to identify relationships, patterns, and inconsistencies. As a result of this step, categories were clustered into broader themes.

5. Grouping identified themes under the constructs of awareness, knowledge, beliefs, and skills in order to provide insight with respect to each research question.

6. Examining the coded data under each category for examples of the constructs of awareness, knowledge, beliefs, and skills using the indicators derived from the theoretical framework (see Appendix H) and the literature (e.g., Brislin & Yoshida, 1994b), Gudyknunst & Kim, 1997). The indicators for awareness, knowledge, and skills respectively were arranged on a continuum of levels within each construct—beginner, intermediate, and advanced (see Tables 3-5). Within each construct, coded data reflecting awareness or personal applications were defined as beginner levels whereas applications to the classroom were viewed as more advanced. This conceptualization was grounded in the research literature on diversity training which places cultural awareness as the first step in developing intercultural competence (Brislin & Yoshida, 1994b; Lynch & Hanson, 1992). This understanding of the change process is also reflected in the Concerns-Based Adoption model of staff development (Hord, Huling-Austin, & Hall, 1987). When faced with implementing change an individual often experiences personal concerns with respect to the change prior to concerns about how the change will impact students.

In order to utilize the continuum described above, data analysis also involved examining teachers' responses to identify and differentiate between personal and educational applications of the module content. For example, a participant who was aware of his/her

Table 3
Continuum of Indicators for Cultural Awareness

Levels	Indicators
Beginner	Awareness of one's & others' behaviors
Beginner	Awareness of one's values & their effects
Beginner	Awareness of the need to respect diversity
Intermediate	Awareness of the need to be comfortable with differences
Intermediate	Awareness of the need to be sensitive to circumstances
Intermediate	Awareness of the need to modify the way we teach culturally and linguistically diverse students
Advanced	Awareness of cultural influences on teaching & learning
Advanced	Awareness of cultural influences on communication and interactions

Table 4
Continuum of Indicators for Cultural Knowledge

Levels	Indicators
Beginner	Knowledge of sub-cultural differences & similarities
Beginner	Knowledge of interpersonal differences & similarities
Beginner	Knowledge of intergroup differences & similarities
Beginner	Knowledge of intragroup differences & similarities
Beginner	Knowledge about specific cultural groups and/or subgroups
Intermediate	Knowledge of the general dimensions of cultural variability
Intermediate	Knowledge of alternative interpretations of behavior
Intermediate	Knowledge of learning styles that are culturally determined
Intermediate	Knowledge of diverse instructional strategies/materials that are culturally & linguistically responsive
Advanced	Understanding of the importance of linking culturally-determined learning styles with instructional strategies/materials that are culturally & linguistically responsive
Advanced	Recognition of differences between description, interpretation, & evaluation (culture bump)
Advanced	Knowledge of strategies to gain culture specific knowledge
Advanced	Understanding of the process of intercultural communication
Advanced	Knowledge of strategies for effective intercultural communication

Table 5
Continuum of Indicators for Intercultural Skills

Levels	Indicators
Beginner	Listens to other perspectives
Beginner	Withholds judgments
Beginner	Considers alternative explanations
Intermediate	Tolerates ambiguity
Intermediate	Manages anxiety (uses strategies that reduce anxiety/stress)
Intermediate	Demonstrates empathy
Intermediate	Uses teaching/learning strategies that are culturally and linguistically responsive (instructional domain)
Intermediate	Uses culturally responsive approach to CLD students' behavior (relational domain)
Advanced	Makes predictions about and explains others' behaviors accurately (uses cultural relevant knowledge to make appropriate interpretations/evaluations of CLD's student/parents' behaviors)
Advanced	Interacts in a culturally and linguistically responsive manner to CLD students' behavior (relational domain)
Advanced	Interacts with CLD parents in a culturally and linguistically responsive manner (relational domain)

own behavior in relation to family members was placed at the beginner level in the continuum, whereas participants who related their awareness, knowledge or skills to the classroom context were viewed as advanced. When viewed holistically across all three dimensions, participants who provided more educational examples over time were classified as more advanced than their counterparts who provided a preponderance of personal scenarios.

The use of this continuum to examine teacher beliefs was viewed as inappropriate; rather, the analysis of beliefs sought to describe the nature and quality of the beliefs expressed; i.e., the focus of beliefs (i.e., students, families, diversity), the nature of these beliefs and related perceptions (i.e., whether they reflected positive, neutral or deficit views), and the assumptions and attributions embedded in their statements (i.e., level of expectations for students, attributes of effective teachers and students, and characteristics of urban learners). Finally, participants' emotional state was explored to determine what events or incidents may have been a source of difficulty for these participants either currently or in the past (i.e., frustration, anxiety, stress).

7. Coding the remaining data sets using the organizing system and steps one through six above.

To summarize, researchers conducted an inductive analysis of the open-ended data and examined the relationships between the codes emerging from this analysis and the literature-based indicators.

Verification

Throughout the implementation of ODP activities, project staff engaged in ongoing activities to ensure the trustworthiness of the findings. First, staff held meetings and focus group sessions with participants, to debrief the content and process of the training, to clarify staff interpretations of teachers' responses, and to elicit teachers' impressions about the potential impact of the module content and process on their personal and professional development. Selected teachers also served as consultants to the project to provide additional input and to clarify project staff's initial impressions about the impact of ODP on teachers who participated in the Development Phase. These member checks ensured that the analysis of data accurately represented the views and reactions of the teachers (vs. those of the researchers).

Second, peer reviewers were invited to participate numerous times over the three years of the project in reviewing module content, data collection and analysis, as well as interpretation of the findings. These individuals were selected for their expertise and experience with teacher education for diversity, and represented a variety of roles, including university faculty and researchers, school district personnel and staff from other regional educational laboratories. Their feedback and recommendations served to guide modifications to project content and process, as well as to confirm the staff's interpretations of the data.

Analysis of Quantitative Data

Demographic Questionnaire

The participants' degree of exposure to diversity was measured by a number of factors about their lives, including the ethnic composition, location, and socio-economic status of families in the neighborhoods in which they grew up and in which they currently lived, how many times their families moved during their childhood, the student population and teaching staff of the schools they attended, the degree and type of interactions they had with members of other ethnic groups, and the diversity among co-workers and friends. All these factors were used to calculate a diversity exposure index. The amount of diversity exposure, ranked as low, medium, or high, was computed for all participants.

Participants who reported higher levels of exposure to ethnic groups or to people from socio-economic classes unlike their own received higher rankings on the index. Thus, a European American participant who lived in a European American neighborhood and went to largely European American schools, or, a Hispanic participant who lived in a Hispanic neighborhood and went to largely Hispanic schools, were both assigned a lower ranking. This component of the diversity exposure index had a possible of range of 1- 46 points, with an actual range of 16-46 (low = 16-26, medium = 27-36, high = 37-46). In addition, participants were asked to rate the quality of interactions with ethnic groups other than their own as positive, neutral, or negative. These self-reported ratings were assigned a positive value if they reported a preponderance of positive interactions throughout their life; a negative value was assigned if interactions were described as mostly negative. The quality of the interaction was rated independent of the amount of exposure. Thus, the diversity index score was assigned a positive ("+"), neutral ("^"), or negative indicator ("-") based on the overall quality of their interactions with other racial/ethnic groups.

Culture Knowledge Test and CCAI

The multiple-choice and matching items of the Culture Knowledge test as well as the CCAI scores were analyzed using the Wilcoxon matched pairs (Howell, 1987) signed ranks test. This statistical procedure is appropriate for testing the difference between two correlated samples (Time 1 versus Time 2). In addition, CCAI and Culture Knowledge test scores were examined for changes over time based on three levels: 1) beginner, 2) intermediate, and 3) advanced. Stanine scores[10] scores for the four CCAI scale were used for this purpose; the Culture Knowledge test scores were divided into three clusters based on the range of total possible points (0 to 80)[11]. This analysis sought to address the variations in the range of scores across the CCAI subscales, and to generate a parallel system of analysis that would permit triangulation of the qualitative and quantitative data sources.

Qualitative and quantitative data were woven together to present the most complete picture of what occurred during the course of the ODP and to answer the research questions posed by the investigators. In each of the following sections, an overview of the group results are presented first followed by a more detailed examination of the cohort findings. The discussion of findings concludes with case studies of two teachers. These cases are intended to illustrate the continuum of understanding about cultural diversity in the classroom, as well as to highlight the interrelationships between awareness, knowledge, beliefs and skills.

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[10] Stanines are numbers which cover a range of scores; they are normally distributed and have a mean of five, a standard deviation of two, and a range of one to nine (Kelley & Meyers, 1993).

[11] For the development site sample, questions 5 and 14 were excluded because the content was not covered during the course of the training. In addition, question 3 (5 items) was not the same at Times 1 and 2 and therefore was not included in the analyses of this site. The division of points for each group was beginner (0 to 26), intermediate (27 to 53) or advanced (54 to 80).

Results

Demographic Profile of Participants in the Development Phase

Results of the demographic survey are presented below, first as an aggregated profile of the entire group of participants (N=24) in the Development Phase, followed by individual profiles of cohort teachers.

Age, Gender, and Ethnicity

The majority of participants in this sample were relatively young: 59 percent were 20- 29 years old while 32 percent of participants were in the 40-59-age range. The overwhelming majority (88 percent) of participants were female. Forty-two percent of the sample was Hispanic and 58 percent European American.

Education

Most of the participants (79 percent) received degrees from colleges or universities in which the student enrollment and the professorate were predominantly European American, while only five participants, 21 percent, (four Hispanics and one European American), studied at colleges in which there was significant racial and ethnic diversity; no participants graduated from a predominantly minority institution. As for the majors, minors, specialization, and/or certification, 50 percent of the participants had some preparation, beyond general education, for working with at least one segment of diverse populations, including bilingual education, special education, ESL education, gifted and talented education, or Spanish education.

Bilingualism

All Hispanic participants reported advanced or fluent Spanish-speaking proficiency. These teachers taught the bilingual education classes and were certified in bilingual education or ESL. In addition, five European American participants indicated some speaking and listening knowledge of Spanish.

Teaching Preparation and Experience

Those teachers who had training to teach CLD students were, with one exception, Hispanic. Of those with some special certification related to teaching CLD students, 47 percent had bilingual education certificates and of these 38 percent also had special education certificates, while 18 percent were ESL certified. One of the ESL-certified teachers, a European American woman who majored in Spanish at college, did not

currently teach ESL. The current teaching assignment for the European American teachers was general education (58 percent) and, for the Hispanic teachers, bilingual education (42 percent). The participants had low to moderate amounts of experience: 1) 42 percent reported three years or less of teaching experience, 2) 38 percent reported 4-10 years of experience, and 3) 21 percent reported more than 10 years of teaching experience. For the majority of their teaching careers, all but two participants (92 percent) taught mostly poor, CLD students in urban schools; the remaining two (8 percent) had taught primarily in suburban or rural schools with predominantly low income CLD students.

Diversity Exposure

Analysis revealed that 38 percent of participants reported a high, positive diversity exposure, 17 percent reported medium, positive exposure, 4 percent reported medium, neutral exposure, 25 percent reported low, positive exposure and 17 percent reported low, neutral or negative exposure. Seventy-none percent of participants had generally positive interactions while five participants (21 percent), all European American, reported mostly negative interactions with other ethnic groups.

Demographic Profile of Cohort Teachers

Seven teachers comprised the cohort and all names have been changed to protect confidentiality. A more detailed discussion of their demographic backgrounds and experiences is presented in this section.

María is a young, Hispanic woman whose parents and husband are from Mexico. Her husband is first generation, her parents second and she third generation Mexican. She attended a predominately European American college/university and graduated with a Bachelor's in art and photography but her career in this field did not progress as she had hoped so she began to look for alternatives. María had always wanted a family and the attraction of having summers off was an impetus for her entering the teaching field. She attended the alternative certification program provided by the Region XIII Education Service Center in Texas, and received bilingual certification. However María did not feel her program prepared her to address diversity and culture in the classroom. She only applied for bilingual teaching positions at two schools and was hired by the second. She has exclusively taught bilingual classes over the course of her four years of teaching.

Susan is a young European American female who is currently married to an African American. She reported that there were a few Hispanic students in her elementary and middle schools but no African Americans in the small rural community where she grew up. By high school, Susan said she was no longer allowed to be friends with them which she attributed to her family's prejudice. Her parents were divorced and she and her brother grew up poor, an experience she and her husband have in common—both grew up in low-income families. She has always wanted to be a teacher and comes from a family of teachers; she never thought about doing anything else. She attended a predominately European American college/university where none of her classes prepared her to address diversity in the classroom. She is currently working on a

graduate degree in educational administration at another predominately European American college/university. She applied for her current teaching position at a job fair and had been teaching general education for six years at her school.

Amy is a young European American female whose parents divorced when she was a young girl. Her father left after the divorce and she was raised by her mother. Amy grew up in the neighborhood where she currently teaches and mentioned having African American friends as a child. She wanted to become a teacher based on her own positive experiences with her fourth-grade, elementary teacher and her high school Spanish teacher. She attended a college with primarily European American females and received a Master's degree in a Teacher's Fellow Program at a predominately European American southwestern university. She could not recall one class that addressed multicultural or diversity issues and therefore felt very unprepared to work with CLD students. At the time of the interview, Amy had two years of teaching experience in K-2.

Lynn is a young European American female with a strong Catholic upbringing. She described her family as upper middle class even though she watched her father's career at a supermarket rise and fall during the course of his career. She played school as a child and liked it so much she never wanted it to end. She did not have much exposure to different ethnic groups until she attended a predominately diverse college/university where she lived in a dorm with Hispanic undergraduates. She was trained as a resident advisor during college and received diversity training in this capacity. Her cooperating teacher (mentor) during her student teaching was an African American who had grown up in the projects and taught her how to relate to African American children from poverty backgrounds. She had been teaching general education for less than 3 years at her current school but planned to attend a language school in Mexico in order to become a bilingual teacher.

John is a European American male who comes from a working class family. He grew up in an urban northern city with European Americans and African Americans as the dominant ethnic/racial groups. He attended a predominately European American college/university in his hometown but took a year off to make some extra money working as an aide in a facility for individuals with mental disabilities. He enjoyed the experience and it provided him with the direction he felt he had been previously lacking while attending college. He received dual certification in elementary and special education (mental retardation) but mentioned that his teacher preparation did not address issues of diversity. He had been teaching general education for over 10 years in grades ranging from second through sixth. During his tenure as a teacher, he had been involved in other diversity training activities at the school and district levels.

Margaret is an older European American female who was raised in Alaska where she was a racial minority. She grew up in a military family and was stated she had been exposed to children of all racial backgrounds and socio-economic levels. She reported that her parents stressed the importance of diversity to her as a child and taught her not to be racist. She had a very positive experience with her kindergarten teacher which was one of the reasons she cited for wanting to become a teacher herself. She attended a predominately European American college/university and then moved to Germany

where she lived for five years. She taught pre-school at a church initially but then devoted her time and effort towards being a military wife and mother. Once her children reached kindergarten, she returned to teaching. She taught one year at a rural school in Texas with an enrollment of mostly European American and a few Hispanic students. The experience was very difficult which led her to apply for another teaching position; she began at her current school when it first opened and had been teaching Pre-K and kindergarten for the past 12 years.

Linda is a young European American female who is married to an African American. Like Susan, she was raised in a European American rural community in Texas. Her father was in the oil business and she remembers that his co-workers were all European American. She could not recall any family gathering as a child where "anybody of color" was ever present. As a high school student, she worked with elementary students and enjoyed the experience so much that she decided to become a teacher. She attended a predominately European American college/university where she first met people of different backgrounds - her husband being one of them. She also received a Master's degree in a Teacher's Fellow Program at a predominately European American southwestern university but did not feel prepared to deal with diversity in the classroom. She felt the program focused on teaching mainstream children because many of the professors had not been in a classroom for almost 20 years and were therefore out of touch with the modern-day classroom. Her first year of teaching was in her hometown where the majority of the student population was European American with a few Hispanics and one black child in the district. She relocated to her current school where she had been teaching general education for three years.

Teacher Awareness about Diversity and Intercultural Communication (Research Question 1)

A variety of data sources provided information about the impact of the ODP training on teachers' awareness about their own cultural world views, as well as cultural influences on teaching and learning. These included the Beliefs Survey, the CCAI, journals, and interviews with cohort teachers.

As they began their participation in ODP sessions, teachers seemed to demonstrate a general awareness of their behaviors, values, the need to respect diversity, the need to be comfortable with differences, and the influence of culture on teaching/learning and communication/interactions. This awareness was limited and on a more personal level, as reflected in their initial journal entries.

> *It definitely helped me to see I need to slow down before jumping to conclusions.* (#12508)
>
> *Last Saturday also allowed me to reflect inward and to examine how I felt about certain issues.* (#22520)
>
> *I am beginning to see how lucky I am when it comes to my husband. I have an understanding family and great friends. The "interracial thing" is rarely an issue in our life. I also have to realize that not everyone is accepting.* (#22525)

These initial journal entries were consistent with their responses in the Beliefs Survey at Time 1. Their survey comments and attributions about student behavior and academic success suggest that they credited student success and failure to the internal or intrinsic qualities of the students and families, and did not recognize the influence of culture in the classroom; i.e., they articulated beliefs that academic achievement was more dependent on what the student brought to the classroom than any other factor. When asked specifically whether all students enter school eager and ready to learn, participants stated:

> *Not all students are eager and ready to learn because it is not valued many times at home. [For] example: I have a student whose parents do not require them to come to school, do homework, etc. This child has a hard time seeing the importance of school because of this. This is not to say that all students are unable to learn.* (#12613)

> *Change "all" to "many." There are instances where the children come to school frustrated, hurt, and their want to learn isn't there. Many may have other concerns to deal with.* (#21223)

> *The strongest factors are the parents. If the parents are strong believers of education, then the children will succeed.* (#12204)

Information about participants' cultural awareness was also derived from their CCAI scores for two scales, Personal Autonomy (PA) and Perceptual Acuity (PAC). The Personal Autonomy scale measures individuals' ability to rely on themselves versus their environment to establish and maintain their identity while Perceptual Acuity scores reflect how well individuals attend to and interpret both verbal and non-verbal cues from people of different cultures. Therefore, both constructs were of interest when examining whether the ODP training increased participants' awareness, especially of their own identities and sensitivity to cross-cultural cues.

Participants' mean scores for these two scales were 33.88 for Personal Autonomy (PA) and 44.18 for Perceptual Acuity (PAC). These mean scores were similar to the means reported by Kelley and Meyers (1993) for these dimensions overall (Personal Autonomy = 32.88; Perceptual Acuity = 46.47), suggesting that ODP participants' scores fell at about the 50th percentile. The comparison of CCAI scores between Time 1 and Time 2 were not statistically significant. CCAI scores were also examined based on stanine scores (see Table 6). At Time 1, scores for PA for the majority of teachers fell at the intermediate and advanced levels, suggesting an ability to maintain their self-identities even when their values may be challenged (PA). However, their PAC scores were more likely to fall in the beginner-to-intermediate range, which reflects a relatively lower ability to understand cross-cultural communication patterns (PAC).

Table 6

Levels of Awareness Reflected in CCAI Scores for Personal Autonomy (PA) and Perceptual Acuity (PAC) (N=17)

CCAI Scales	Time 1		Time2	
	Total	(%)	Total	(%)
Personal Autonomy (PA)				
Beginner	2	(11.76)	3	(17.65)
Intermediate	8	(47.06)	9	(52.94)
Advanced	7	(41.18)	5	(29.41)
Perceptual Acuity (PAC)				
Beginner	7	(41.18)	3	(17.65)
Intermediate	5	(29.41)	11	(64.71)
Advanced	5	(29.41)	3	(17.65)

Note: Stanine levels were used to arrange participants into the three groups: Beginner = 10-30, Intermediate = 40-60, and Advanced = 70-90.

As participants' progressed through the 11 modules of the ODP staff development, participants' journal entries and Beliefs Survey indicated an increase in levels of awareness, personally and professionally, of cultural factors in their classroom and more generally, in the world around them. In many instances, the awareness was expressed in the form of an "a-ha" experience in which participants gained insights which they attributed to the information provided during the project.

> *I guess we all bring [our] own personal culture to school which would make the differences make sense. I know that sounds like a "duh" statement; however, it took this activity to make it an "a-ha" moment for me!* (#12518)

> *I left the last session feeling very uncomfortable and sad. The uncomfortable feeling, I think, has to do with my personal awareness to situations. I did not realize I felt so strongly or so protective towards Euro-Americans.* (#22626)

Over time, as teachers provided more examples of increased cultural awareness, they also moved from self-awareness to greater awareness of cultural influences in the classroom. In other words, as they began participating in the ODP, teachers predominantly shared how the information had made them more aware of their behavior or values and those of their family or friends (personal). Over time, their focus expanded to include examples of behaviors and values of students and their parents. In fact, across all data sources, there was a considerably higher number of student and classroom examples related to the influence of culture on teaching, learning, communication, and interactions.

> *I see that there are significant differences among the school, our clientele, and me. They seem to be most drastic between the students and parents and me.* (#21521)

> *What I have gained from this class is really hard to explain—the best word that I can come up with is awareness. I am now aware that cultural awareness is a necessity especially in a classroom. As teachers we need to be clearly aware of the cultural differences that can have a tremendous impact on our students. If we are not aware of this then an injustice is done to the child or children. As an educator it is my challenge to step out of the situation and move beyond the norms. Keep an open mind and never stereotype is the key to have a successful classroom.* (#12205)

At the end of the ODP staff development, teachers' Beliefs Survey responses also revealed increased levels of awareness. They demonstrated awareness about the interaction between school factors, curriculum, and student achievement. In other words, as teachers became more aware that culture influences the classroom they also seemed to realized that schools needed to modify their curriculum and instructional practice to make sure they were culturally relevant for the diverse students in their classrooms.

> *The information on culture and socioeconomics helps the teacher understand response or lack of response to methods of teaching so adaptations can be made.* (#12502)

> *It [success] all depends on the school system, their teachers, and the availability of funds.* (#21223)

> *Urban students are often underachievers in the sense that they are capable of more, but would require instruction that meets their styles/needs and is culturally sensitive [in order for them] to succeed.* (#22719)

Of the three data sources examined for cultural awareness, the CCAI mean scores appeared to be the least sensitive to these changes over time. Overall, participants' mean scores did not change significantly and remained consistent over time for Personal Autonomy (Time 1 = 33.88; Time 2 = 33.82) and Perceptual Acuity (Time 1 = 44.18; Time 2 = 44.94). However, as presented in Table 6, groupings by stanine scores yielded a somewhat different and mixed pattern with rather large shifts among participants in their levels of Personal Autonomy and Perceptual Acuity. For instance, while more than 40 percent of participants fell into the advanced range at the beginning of the project, this number fell to 29 percent by the end. On the other hand, there was a 35 percent increase for the PAC intermediate group from Time 1 to Time 2. In other words, participants' perceptions of their ability to detect verbal and non-verbal cues during the course of the project increased over time. This mixed pattern suggests that increased awareness of the topics being discussed in the ODP modules may have lowered teachers' self-confidence in their ability to rely on themselves to maintain their identity, while simultaneously, the same information contributed to increased awareness of cultural variations in non-verbal and contextual cues during communication.

Awareness about Diversity and ICC Among Cohort Teachers

The majority of cohort teachers (5 of 7) began the project with beginning stages of awareness; i.e., they seemed to express awareness of their own and others' behavior,

their values and the effect of these values on their behavior, and the need to respect diversity. However, like their peers in the larger group, they did not seem to be cognizant of, and tended to dismiss the influence of culture in the classroom in favor of other explanations (e.g., personality differences, behavioral problems, different morals).

> *Those scenarios you gave us, they were all cultural problems and to me, they are not culture problems. They're individual problems…With me, the problems I have are probably more personality clashes with one another rather than culture problems.* (Susan)

> *I don't think it's anything cultural. It's just maybe personalities. But like I said, I've always been able to connect with my kids. So I get beyond the fact that they're Hispanic just like I am and we just get on to what we need to do.* (María)

Two of the teachers, Lynn and Margaret, did enter the training with an understanding that culture influences communications and interactions between people.

> *My student teacher [supervising teacher] that I worked with grew up in the projects. She taught me how to relate to the kids. She's a Black woman… I went to her because I would tell the kids sit down, sit down, sit down, be quiet, be quiet, be quiet. I don't know why they won't do what I say. I'm telling them to be quiet and she said, oh, no, no, no. You're telling them to lower their voices when you say that. Tell them to hush – that translates to what you're meaning – no talking. And it worked. So I think I learned a few survival skills so when I did go into the classroom—it really helped out.* (Lynn)

> *I have a little Black girl this year that is extremely loud and I would like her not to be loud but I have to understand she's loud because that's how she lives with 12 other people in her house and this is just okay behavior for her. But my values would say, you need to hush and that's not right of me.* (Margaret)

Two of the teachers, María and Amy, provided very few examples of their cultural awareness at either the beginning or end of the project. María seemed to remain at a beginning level of awareness, as reflected below, in her inability to provide a more detailed explanation of her beliefs about factors influencing academic success for urban students:

> *The schools and teachers are more of a factor rather than being in an urban or suburban school.* (María)

> *An unsuccessful student can't be judged by where they live.* (María)

Meanwhile, Amy demonstrated a slight increase in her understanding of the need to be comfortable with differences and the influence of culture on communication/interactions.

> *I watched [on the videotape] how the children talk to me and the different levels of respect I saw – how close I got to the kids – if I touched them – if they touched*

me…Just to be thinking about what we've learned and watching the tape was real helpful.

The remainder of the cohort sample (5) all advanced in their levels of understanding and awareness. For example, Susan, John, and Margaret, who had entered at beginner levels all expressed greater awareness of the influence of culture on teaching/learning and communication/interactions, both of which were considered in the analysis as more advanced levels of awareness. These individuals were able to provide specific examples of cultural clashes and understood their impact on students. In fact, John's realization of cultural discrepancies seemed to make him question his ability to be effective with CLD students.

I think I am much more accepting of clashes being culturally based and not just personality differences. I feel more comfortable [to] address hot topics and feel that I will handle them in appropriate ways. (Susan)

I see that there are significant differences among the schools, our clientele and me. They seem to be most drastic between the students, parents and me. I do not think I can compromise much, if at all, on some or most of these. I'm becoming more convinced that while I can and will be more accepting of differences, I am basically in the wrong working environment. I may be doing the students and parents and myself a real disfavor. (John)

Of prime concern to me is the issue of how students from different backgrounds react to teacher questioning, teacher reprimand, etc. It is imperative that we as teachers understand that what is "normal" in our own culture may not be the norm for all. (Margaret)

Meanwhile, Lynn and Linda expanded upon their entering levels of awareness, but did not achieve the same levels as these three teachers.

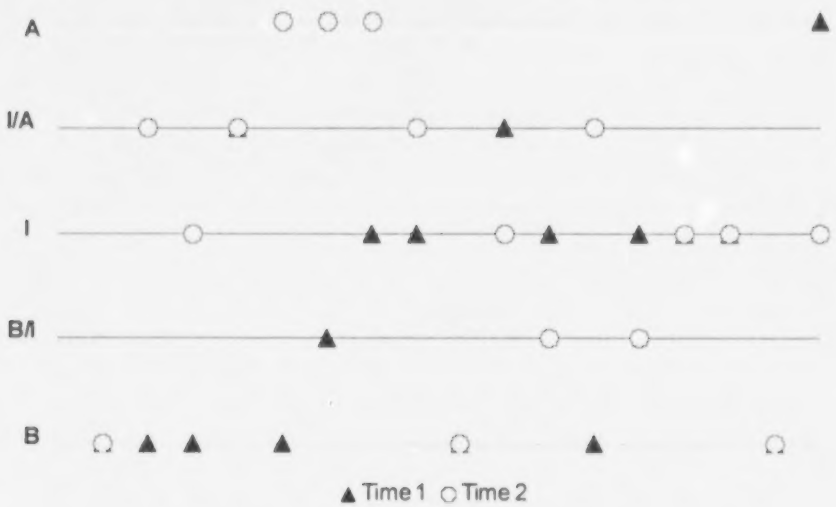
I didn't know that I wasn't really communicating with the Hispanics. I didn't realize when I was hurting their feelings. Like on their work, they want me to tell them how to do it. I am the kind of teacher, I say, well there is no wrong way and it's frustrating for me. I think at times their feelings get hurt when I don't say "Hey, good job," because if they just quote back to me what I say, to me that's not what I really want. But they did exactly what I asked and their feelings get hurt. I'm starting to realize, ooh, golly… So I'm thinking that maybe with the kids that are Hispanic, I haven't quite caught on to that. (Lynn)

I have always known that I was different from the majority of my students and parents [Hispanic] but I never realized exactly how I was different and in how many ways. Only now that I am understanding how I am different, can I work to find ways to bridge the gap. (Linda)

Awareness Summary

The group and cohort data clearly indicated increases in participants' levels of awareness (see Figure 2). Teachers entered the training with primarily personal awareness and understanding of cultural influences, and by the end this personal awareness was supplemented with an understanding of the culture implications of their behaviors, values, and interactions in the classroom. This awareness manifested itself in their ability to provide examples of cultural clashes in the classroom, to detect cultural cues, and to acknowledge the importance of school-related factors on the academic success of CLD students. Perhaps most significant, many teachers who had previously interpreted conflicts from an interpersonal framework were able to recognize the potential for cultural explanations for many of these situations.

Figure 2
Changes in Awareness Across Time



Key: B= Beginner, I = Intermediate, A = Advanced

Teachers' Knowledge About Culture and Education (Research Question 2)

The second research question sought to examine the impact of participation in the ODP on teachers' knowledge about culture and education, specifically on the content of the ODP modules (see Table 1 for a list of topics and objectives). Following a curriculum-based measurement approach, teachers' pre- and post-training responses on the Culture Knowledge test were compared, and supplemented by journal entries and interviews (cohort teachers only).

As described on page 14, the Culture Knowledge Test contained items that were objective as well as short answer questions. The short answer questions (#s 7-11, and 15-17) on the test provided participants with a more qualitative opportunity to

demonstrate their knowledge as well as applying such knowledge to the classroom. In an effort to lower their potential anxiety about unfamiliar concepts, teachers had been encouraged to fill in only those items to which they knew the answer, and not to be concerned about leaving others blank.

Teachers' pre-and post-test scores on the Culture Knowledge Test are presented in Table 7[12]. The mean total scores for the Cultural Knowledge were 23 and 48 respectively, out of a possible total of 80 points. At Time 2, the Wilcoxon matched pairs signed ranks tests (Howell, 1987) was significant ($p < .000$) indicating a statistically significant increase in participants' scores. There was more than a 100 percent increase in scores from Time 1 to Time 2. These results indicate that the training significantly increased participants' knowledge about intercultural communication patterns, culture clashes, and dimensions of cultural variability.

Participants were also ranked as one of three levels, based on their total scores, as follows: beginner: 0 to 26, intermediate: 27 to 53, or advanced: 54 to 80. The distribution of participants into these groups changed over time as well; by Time 2, all participants who were in the beginner group had advanced to a higher level (see Table 8). Significantly, four of the six who were advanced at Time 2 had been classified as beginners at Time 1.

Table 7
Comparison of Culture Knowledge Test Scores by Question Format and Adminstration (N=17)

	Closed Format	Open Format	Total Score
Time 1			
Mean	15.06	7.56	22.62
Median	14	8	20
Minimum	7	0	9
Maximum	28	21	38
Time 2			
Mean	31.82	16.59	48.41
Median	30	16	45
Minimum	22	11	33
Maximum	50	24	72
Percent Change	111.3	119.5	114.0

[12] Data for only those participants who completed the instrument at both Times 1 and 2 were included (n=17). Responses for all participants at Time 1 (N=24) were analyzed (Closed Mean = 15.13, Open Mean = 7.04, and Total Mean = 22.17) and indicated that the smaller subgroup was similar.

Table 8
Shifts in Levels of Cultural Knowledge (N=17)

	Time 1		Time2	
	Total	(%)	Total	(%)
Beginner	12	(70.59)	0	(0.00)
Intermediate	5	(29.41)	11	(64.71)
Advanced	0	(0.00)	6	(35.29)

Consistent with these quantitative data, participants' responses on qualitative measures also improved over time. In general, Time 1 results revealed that teachers entered the ODP training with very limited knowledge about the content to be presented in the 11 modules. Participants read a scenario detailing an interaction where Que, a Vietnamese student, experiences difficulty informing her European-American teacher, Mrs. Rigby, that another student has taken her crayons. Participants were asked to answer questions about the interaction (see Table 9). The majority were unable to correctly explain the cultural bases of the clashes described in questions #'s 7-11. In other words, the majority of participants (N=13; 76 percent) received only partial credit, as opposed to full credit, for their responses to these questions.

Table 9
Questions 7 through 11 on Culture Knowledge Test

7. What do you perceive the culture clash to be in this scenario?

8. What culture-specific knowledge can you infer from this scenario?

9. What emotions are involved in this scenario and what evokes these emotions?

10. What intercultural skills could Mrs. Rigby have used in this situation?

11. How is motivation to communicate affected for both Que and Mrs. Rigby?

Only six (35 percent) participants at Time 1 were able to correctly answer Question 15. This question provided participants with a scenario where they were asked how they would respond to a teacher asking for advice about a student who had recently transferred from Mexico City and was not participating in class discussions or asking questions. The majority of the teachers (n=9) thought that the student was shy and perhaps still learning to adjust to his new school. While these explanations did include a

cultural component, they tended to focus on the intrinsic qualities of the student as potential barriers as opposed to school factors (i.e., instructional delivery).

> *Although he is fluent in both languages, he may feel less comfortable speaking English in a formal situation.* (#12516)

> *Maybe Manuel is dealing privately or quietly with issues that deal with his leaving Mexico City. A move can be traumatic on anyone. Maybe talking to him about Mexico City, his life there, friends and school would be a step towards Manuel opening up a bit.* (#12205)

In contrast with Time 1, all teachers attempted all short answer questions at Time 2. In general, they were able to read each scenario and accurately identify the culture clash, demonstrate their culture-specific knowledge, and identify intercultural skills that could be used in a culture clash. Another indicator of increased knowledge was reflected in the number of participants who were able to correctly answer Question 15; this number doubled from 6 to 12 at Time 2. While some of the participants still responded that Manuel was shy and attempting to adjust to his new surroundings many more correctly identified the cultural basis for Manuel's participation style in the classroom.

> *Manuel comes from a culture that does not usually speak up in front of others. Find another way for him to be able to get his knowledge across (project, written report, etc.). He also might feel comfortable talking in Spanish.* (#12516)

> *Manuel has attended school in Mexico for many years. He is not used to students being allowed to talk and interact during story time. In Mexico, students listen but do not interact during stories.* (#12613)

In their initial journal entries, participants did not demonstrate knowledge about the module content, therefore no examples from this data source can be provided in the presentation of their entry-level knowledge. In contrast, participants' later journals reflected numerous examples of their increasing knowledge over the 9-month duration of the staff development. Their discussions focused on educational issues in addition to cultural awareness. The greatest gains were seen in knowledge about: a) interpersonal differences and similarities, b) culture-specific knowledge, c) culture-general knowledge, d) alternative interpretations, e) diverse instructional strategies, and f) characteristics of intercultural communication and strategies for effective ICC. Participants moved from beginning to more advanced levels of knowledge as the training progressed.

> *The Asian culture is high context, they are less explicit, they share a lot of the context among them and they choose to hide their feelings.* (#12203)

> *This scenario more directly deals with culture clash based on one person coming from a Hispanic (collectivist) family and the other from a white (individualistic) family… The teacher said that her husband is always saying she is selfish because she doesn't understand why he feels he must be involved in helping his family or*

wanting to do something with them. She, of course, is from a white family and he is from a Hispanic family. (#12512)

Among the ways that I like to learn more about the students, their families, their cultures, etc. is to send periodic short questionnaires or surveys. (#22524)

Knowledge about Diversity and ICC Among Cohort Teachers

The analysis of Culture Knowledge Test scores and journal entries was supplemented by initial and exit interviews for cohort teachers. All sources of information about their cultural knowledge were compared and triangulated to provide a more holistic view of the changes in their knowledge over time. Two patterns emerged that are fairly consistent with the results in the area of cultural awareness. First, patterns of change for the cohort were quite similar to those of the overall group; second, cohort teachers exemplified some of the most significant increases in knowledge by the end of the project. Examples of these increases are presented below.

At the beginning of the ODP, six of the seven cohort teachers scored at the beginner level on the Culture Knowledge test; only Lynn was at the intermediate level. The results from the other data sources indicated that the types of knowledge these cohort members possessed centered around the topics such as similarities and differences based on sub-cultural, interpersonal, inter-group, and intra-group factors; and some culture-specific knowledge about selected ethnic groups. Though the teachers' responses were predominantly at the beginner levels, five of them were able to provide a few examples of strategies to gain culture-specific knowledge and strategies for effective ICC, which were considered to fall in the advanced range of the knowledge continuum.

Even though teachers possessed culture-specific knowledge, they were more likely to frame this knowledge in the context of ethic and racial characteristics rather than culture. For example:

Bilingual classes are completely different. They are respectful. The students are respectful in there. That right there to me is the big difference - respect. The bilingual classes have the respect for the teachers and our classes don't and so to me you can't say it's a Black thing or a Hispanic thing because my class is mainly Hispanic—so it's not a Black or white thing. (Susan)

Because Susan's interpretation was based on ethnicity rather than culture, she concluded that the differences in behavior are not culturally-based. Her analysis had failed to taken into account that there are cultural differences within the Hispanic community at-large, based on factors such as levels of acculturation, length of residence, and national origin.

On the other hand, María's comments suggest that she had become aware of the impact of religious differences on world views, and Lynn's entry reveals that she has begun to identify cultural informants who can assist her in her learning, and that she is willing to take the risks involved in trying new approaches:

Even though we are both Hispanic [husband and herself] we just have totally different views. In some ways we agree and in some ways we don't... His not being of the same religion was a real eye opener [too]...(Maria)

It's difficult for me because I'm excited about getting it [parent volunteer committee] going but it's difficult for me to do so when I don't understand it. I haven't been there. That is why I'm reaching out to Ms. Y [who is Puerto Rican] to help me learn. The only way I can reach out and figure out where they are coming from—is for me to get in there and go for it." (Lynn)

By Time 2, the cohort members had significantly increased their scores on the Culture Knowledge test with an average increase of over 150 percent. John and Amy posted the greatest increases—200 percent and greater while Lynn showed the least gain with a 76 percent increase from Time 1 to Time 2. These improvements were, of course, also reflected in the change in their levels of knowledge. Four of the seven, Amy, John, Margaret, and Linda, moved from the beginner to advanced level. The shift to advanced levels were also based on participants' ability to now provide more examples of culture-general information, to be mindful, and to consider alternative interpretations of others' behavior. In addition, they became more familiar with strategies to gain culture-specific knowledge and strategies for effective ICC by the end of the project.

The parent conference is another one Making them come here - asking them their opinion on how to teach their kids. We found out from the class that makes us look bad when you do that to some Hispanic people. That makes them think we're not competent in what we're doing. And I didn't even realize that - going to them and asking their opinion - not letting them talk slang - just those things that I think the schools really do to hamper their culture. (Susan)

In our positions as educators it is important that we understand that different cultures/groups communicate in different ways, and respect these differences rather than judge. Being mindful is imperative. (Margaret)

As far as power distance is concerned, my classroom reflects low power distance. I am a very strong believer that parents are partners in their child's education. I often try to encourage my children to ask questions and make discoveries on their own. (Amy)

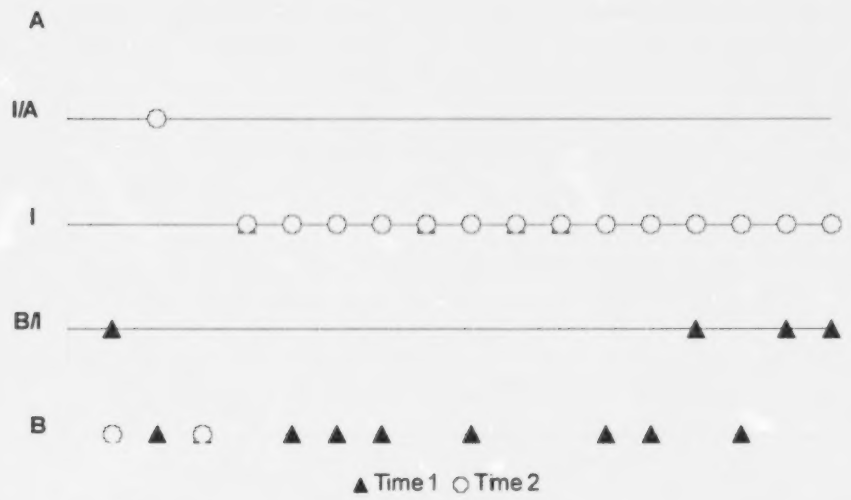
We play a game where each table must work together to earn points. Everyone has their strengths. I use these to give points. Also, when someone makes a bad choice, I will give them points if he/she makes a good choice for the team. (Lynn)

The letters that I send home to parents now are less formal. We just sent home a letter talking about time and we send home newsletters. It's just a little more informal and I think I get a better response from parents now. I get more notes back. (Linda)

Knowledge Summary

Overall, the data clearly indicated significant increases in not only the amount of knowledge but also the sophistication of that knowledge about culture and strategies for effective intercultural communication (see Figure 3). Participants' increased their knowledge about culture at the more basic, foundation level (e.g., sub-cultural, interpersonal, inter-group, and intra-group differences and similarities and culture-specific knowledge) and demonstrated that they had begun to acquire new knowledge at the more advanced levels of the continuum in terms of classroom application including more specific strategies that they were already beginning to attempt in the classroom. (e.g., culture-general knowledge, alternative interpretations, diverse instructional strategies, and intercultural communication/strategies for effective ICC).

Figure 3
Changes in Knowledge Across Time



Key: B= Beginner, I = Intermediate, A = Advanced

Changes in Teachers' Beliefs About Diversity, Teaching and Learning (Research Question 3)

The third area addressed by the research-evaluation component of the project focused on changes in teachers' beliefs as a result of participation in the ODP staff development. In general, beliefs are considered to be the most difficult arena for change; yet, the research literature is quite clear in the central role of beliefs and perceptions in shaping teachers' instructional behavior and expectations (Brislin & Yoshida, 1994b; Zeichner, 1993). Given this, the design of ODP training specifically integrated opportunities for participants to examine their personal beliefs about CLD students and families, about the inter-relationships between culture, teaching and learning, and about the culture of the school as a factor in CLD students' success and failure. Consequently, the focus of the research component was to document teacher beliefs and changes in these beliefs over the duration of the project. This was done in order to gain a better understanding of these beliefs as well as to determine the impact (if any) of the ODP training in this area.

The Beliefs Survey and cohort interviews comprised the primary sources of data for this analysis. Teachers expressed very few beliefs through journals initially; however later entries did reflect their views about students and related topics. These were integrated into the analysis for Time 2 data.

As mentioned previously, the Beliefs Survey asked teachers to rate each item as true or false (see Table 10). In general, participants' ratings did not shift much over time with the exception of questions #5 and #6. Question #5 asked if all students enter school eager and ready to learn and at Time 1 65 percent disagreed however, by Time 2 that percentage had dropped to only 35 percent. Meanwhile, question #6 asked if it is reasonable for teachers to assume that most families, including most minority families, value education. At Time 1, nearly 30 percent (n = 5) disagreed while at Time 2 only one teacher disagreed with the statement. These findings indicate a generally positive shift in participants' beliefs about students and families. Because it was recognized that these items could potentially elicit socially desirable responses, analysis of the Beliefs Survey focused on teachers' explanations for their response in conjunction with their choice on the objective portion of each item (i.e., marking True or False).

Table 10

True/False Response on Beliefs Survey[13] (N=17)

	Time 1		Time 2	
	True	False	True	False
Question 1	2	15	2	15
Question 2	1	16	0	17
Question 4	3	13	5	12
Question 5	6	11	11	6
Question 6	12	5	16	1
Question 7	1	15	2	15
Question 8	9	8	11	6
Question 9	2	14	2	15
Question 10	1	16	1	16

Participants seemed to enter the ODP experience with more negative, or deficit views about CLD and low-income students and families, and articulated more negative stereotypes and frustration with these groups. In response to items on the Beliefs Survey which implicitly tapped their assumptions about diversity, social class and academic success, many of their comments reflected assumptions that a) low-income students generally do not enter school ready to learn; b) CLD and poor families face difficult obstacles to academic success, which predisposes them to failure; and c) success in school is more related to individual effort and demographic characteristics than it is to school variables such as culturally-responsive instruction, school resources, teacher expectations, and so on. For example:

[13] Question 3 is not included because it was not the same question at Time 1 and Time 2.

> *Some students come to school without any literacy or social skills and have less exposure to the media/books/audio resources than in different environments where kids are raised in "richprint" environments. These students are usually more apt to be eager and ready to learn as opposed to the less exposed.* (#12203)

> *You find out [from their cultural and socioeconomic background] who they live with and how many persons live with them. Helps you find out why the student is emotionally stable or unstable. You find out the parent's capabilities, i.e., education, economical status.* (#12204)

However, when asked explicitly about their views concerning families, over half (56 percent) made positive comments which does not correspond with the implicit beliefs articulated about this group above.

> *I would say, based on my classroom, that most families do value education.* (#12613)

> *All parents want their children to have a better life than they did.* (#21223)

> *I've not met a family that didn't. The degree to which parents feel they are to be involved or should be involved varies, but all find it important.* (#22719)

Their comments also suggest that some were struggling with their personal beliefs about how best to foster student success and simultaneously respect cultural and linguistic differences, because these two seemed contradictory to them. Following a discussion of "mainstream" and "white middle class" value systems, such struggles were evident in teachers' journals:

> *I do not understand, though, how educating students and wanting to do the best for one and one's family can be called white, middle class values. I don't believe that we should allow students to speak incorrectly because "that's their culture." I don't understand why it is wrong to expect people to work for a living and to provide for one's family.* (#12516)

The Beliefs Survey also tapped teachers' views about qualities of effective teachers, ideal students, and urban students. Of particular interest to the project was the comparison of responses to these three questions, in an effort to identify underlying assumptions about teaching and learning, perceptions of urban students, as well as inter-relationships between these beliefs and perceptions. In all three questions, teachers were asked for three descriptors about the target population. These adjectives or phrases were categorized as follows: characteristics which fell into the social-interpersonal domain were coded as *relational* (e.g., understanding, caring, respect); those which related to the learning or teaching process were coded as *instructional* (motivated, ready, knowledge); responses which were descriptive of personality traits were coded as *affect* (e.g., honesty, sensitive). A fourth category, *social factors*, was used to capture characteristics associated with students demographic backgrounds (e.g., underprivileged, diverse). Finally, descriptors were marked as positive, neutral, or negative based on the value judgment reflected in the word choice. As presented in Table 11, participants were more likely to view urban students in negative terms, when

compared to the 'ideal' learner. Though they were often sympathetic about the difficulties faced by urban students and families, they seemed to also hold fewer and lower expectations for their academic success. In turn, this sympathetic response to economic, cultural and/or linguistic differences seemed to affect their beliefs about their own role as teachers; i.e., several individual teacher responses reflected a predominantly relational approach rather than a balance between social/interpersonal and instructional responsibilities. For example:

Teacher #12203:
Characteristics of urban students: *Unmotivated, "media-oriented" versus creative, "peer driven.*
Qualities of effective teachers*: Understanding, loving, good listener.*

Teacher #12613:
Characteristics of urban students: *Problems outside of school that effect their learning, different cultural backgrounds, experiences that most teachers can't relate to.*

Table 11
Participants' Beliefs about Students and Teachers

Categories	Total (%)	Examples of Descriptors
Characteristics of Ideal Students[1]		
Relational	**36 (36.7)**	
Positive	36 (100.0)	Respect, caring, understanding, helpful
Instructional	**52 (53.1)**	
Positive	52 (100.0)	Committed, eager, motivated, responsible
Affect	**10 (10.2)**	
Positive	10 (100.0)	High self-esteem, sense of humor, honest
Characteristics of Urban Students		
Relational	**22 (26.2)**	
Positive	13 (59.1)	Loving, active, kind
Negative	8 (36.3)	Disrespect, dependent, followers
Neutral	1 (4.5)	Misunderstood
Instructional	**45 (53.6)**	
Positive	24 (53.3)	Eager, ready, excited
Negative	17 (37.8)	Often unchallenged and therefore underachieving, impatient, short attention span
Neutral	4 (8.9)	Different learning styles, diverse learning styles
Social Factors	**17 (20.2)**	
Negative	17 (100.0)	Problems outside of school that affect their learning, gang concept, underprivileged
Qualities of Effective Teachers[1]		
Relational	**41 (41.0)**	
Positive	41 (100.0)	Respect, caring, understanding
Instructional	**51 (51.0)**	
Positive	51 (100.0)	Patience, knowledge, flexible, communication skills
Affect	**8 (10.2)**	
Positive	8 (100.0)	Honesty, sense of humor, sensitive

Note: Frequencies are based on the number of descriptors, not number of participants.

[1]Due to the nature of the question, all descriptors were positive.

Comments such as these were voiced by the majority of participants. Based on the preponderance of these comments, teachers' views about multicultural education seemed to be related more toward cultural acceptance, pluralism and respect, than to a view of instruction that is culturally- and linguistically-responsive (e.g., Ladson-Billings, 1996; Sleeter, 1992). As Sleeter (1992) noted, the literature on multicultural education is not consistent in the ways in which this term is defined, with definitions ranging from education that is humanistic, to ethnic group studies, to education for social reconstructionism. More recently, other researchers have broadened this term to encompasses culturally- and linguistically-responsive instructional practices (e.g., Ladson-Billings, 1996). Participants' understanding of the term seemed to fit more closely with the humanistic approach which emphasizes mutual respect, acceptance and harmony.

Moreover, for some teachers (n=6) these views about teaching tolerance and respect seemed to be in contrast to their tendency to think of student success more as assimilation or conformity with the standards and values of mainstream society than a pluralistic view of success.

> *Unfortunately, in order to be successful and accepted in society which is predominately white and speaks standard English you must do so too.* (#22520)

> *I feel students need to be able to communicate in a manner that society can understand, particularly in the work place. Effective communication is a confidence builder.* (#12502)

Noticeably, few teachers expressed beliefs about the importance of a bicultural/bilingual approach to education.

> *A classroom can be conducted with many languages spoken in different cultures. Students that are English-limited would feel defeated if only standard English would be considered valuable and worth using in the classroom and would miss the "comprehension of context" being taught if he didn't not understand what was being said.* (#12203)

By the end of the project (Time 2 administration of the Beliefs Survey), participants seemed to generally express fewer deficit views and made fewer negative and/or stereotypical comments about social class. They seemed to shift away from "blaming" students or parents and instead focused more on the role of the schools and teachers on achievement and success.

> *It [urban student success] all depends on the school system, their teachers, and the availability of funds.* (#21223)

> *The discrepancy I see is economic. Schools with a higher economic level which usually are suburban tend to be more successful. Schools receiving money through grants or governmental funding tend to be more successful as availability of resources and technology is possible.* (#22626)

I think that every parent would like to give their children an opportunity to succeed. In the minority families where they were deprived of an education because they had to work at a very young age or they moved frequently as migrant workers, these parents work so hard to give their children an education so that they do not have to suffer like them. (#12203)

Urban students are often underachievers in the sense that they are capable of more, but would require instruction that meets their styles/needs and is culturally sensitive to succeed. (#22719)

I think all students are eager and ready to learn. I think the types of interactions and the way they are treated either reinforce that or destroy it. (#22520)

The results from the teacher qualities and description of urban students remained stable over time. Teachers continued to define teacher qualities in terms of relational attributes, and their negative views about urban students seemed to persist in spite of their ability to identify school-related factors as important variables in the academic success of CLD and low-income students.

Teacher #12203:
Characteristics of urban students: *Naïve, timid, underexposed*
Qualities of effective teachers*: Caring, respectful of others, good listeners*

Teacher #12516:
Characteristics of urban students: *Eager, burdened*
Qualities of effective teachers:. *Acceptance, non-threatening, leadership.*

Teacher #21223:
Characteristics of urban students: *Disrespect, un-orderly, free.*
Qualities of effective teachers*: Respect, responsibility, kind hearted.*

With respect to their views about multicultural education, teachers continued to stress the importance of valuing differences while their views about student success seemed to be more accepting of linguistic differences and to recognize the importance of addressing these differences in instructional delivery. A few teachers expressed these views in much more 'additive' (vs. subtractive) terms. At the same time, however, some participants were still struggling with whether or not students needed to "conform" to mainstream society in order to be successful.

Fostering students' identity makes them feel valued and respected. Children learn they are part of two sets of values, "rules," that overlap in some cases and are different in others, but equally valued. (#22719)

Yes, it is difficult to teach in another language because of the lack of resources, but it is important to learn in the native language first. (#12204)

I still firmly believe this – I think it is important to acknowledge and validate everyone's language, but Standard English is what is expected in mainstream American society today. (#12516)

Speaking many languages is a gift. In the classroom English may be the standard as it connects us to one common language, if it is the dominant language. (#22626)

Finally, the journals provided some insight related to participants' emotional responses to the content as well as process of the ODP staff development. A major source of emotional stress during the course of the training came from conflict between participants from the two schools, as a result of one school's negative perceptions about the other. These attitudes seemed to create rather strong ingroup-outgroup boundaries between some participants, and contributed to feelings of frustration, stress, and anxiety. The conflict also generated negative stereotypes about rival school members as well as the session facilitators, who included project staff and consultants. Depending on the participants' and facilitators' cultural orientation (i.e., individualistic/collectivistic), facilitators were perceived to be either "professional/callous" or "coddling/consoling", which seemed to affect their ability to engage in, and benefit from the sessions. A considerable amount of time and effort were spent by project staff in debriefing this conflict, during the sessions as well as during follow-up meetings with those involved. Regrettably, the conflict led to the decision by four participants to discontinue their participation in the project. Journal entries clearly reflected the tension as well as reactions produced by the incident:

I felt that there was a lot of tension in the room… I felt like many people already arrived with judgements and intolerance against one another. (#12205)

I understand this class to be designed to help us be more aware of, and sensitive to, others' cultures and to me that includes their feelings. It's very frustrating to feel that I can't express my feelings openly for fear of what happened to Ms. C. I have felt stifled and know that I haven't gotten all out of this class that I wanted to. I seriously hope you take a deep look into the problems that have been occurring and not just mark it up to personality conflicts. I think it's more than that. (#12516)

I felt the atmosphere was negatively charged from the beginning of this session. I have felt from the first session that the School B faculty and Trainer A have openly stated disdain for all School A faculty. I do not feel this time has really been well spent because of the friction. (#12502)

Beliefs About Diversity and ICC Among Cohort Teachers

Like their counterparts in the larger group, five of the seven cohort members expressed negative beliefs about students and parents at the beginning of the project. The majority also entered the training frustrated, stressed, and with high levels of anxiety about students and their parents. Four teachers echoed sympathetic sentiments voiced among the larger group, about the challenges faced by poor and CLD communities, and about their role as a teacher in providing a more stable environment for the students, as a more

positive alternative to their home and family experiences. Albeit sympathetic, this preoccupation with what they perceived as 'deficits' or disadvantages seemed to become barriers to their ability to recognize family strengths and to identify positive attributes among their students and families.

> *These kids don't respect men very much at all because they've had negative experiences with the fathers in their lives.* (Susan)
>
> *I'm here because they need somebody on the journey through childhood which is not always easy–someone stable.* (Lynn)
>
> *I'm real concerned about what will happen to him next year. I'm hoping that we can find a home in our building for him where his needs will be met the way I've met them. But, you know, it's just like cats and dogs. I can't save them all.* (Margaret)
>
> *Some of these kids, their connections were never made when they were little and they can't be. If those neurons don't start firing at 8 months or 9 months, it's never going to happen. So we've got some connections that weren't made and they can't be made up* (Linda).

Cohort teachers' views about the most important qualities of a teacher were consistent with the larger group at Time 1. Five of the seven (Maria, Susan, Amy, John, and Linda) focused on the relational aspects of their relationship with students and those who did tended to hold more negative views about urban students.

> Maria:
> Characteristics of urban students: *Materialistic, social.*
> Qualities of effective teachers: *Patience, understanding, drive.*
>
> Amy:
> Characteristics of urban students: *Insecure, dependent, loyal.*
> Qualities of effective teachers: *Respectful, honest, caring.*

In contrast to the larger group, the majority of cohort members (5 of 7) seemed to enter the training with more openness about multicultural education than the group at large. In other words, these participants not only believed that valuing differences was important but they related these views to classroom practices.

> *Allowing students to converse with each other in their own language helps to foster their cultural background.* (Susan)
>
> *It seems to me it would be pretty difficult to teach someone how to read and write in Standard English when that individual has never read, written, or spoke a word of English in his/her life.* (Amy)

Only John and Linda seemed to believe in the need to conform to the mainstream and to define success in these terms:

America is a white, middle class society and children need to learn those rules in order to be successful. (Linda)

Communication is the focus, but kids should be taught/learn standard English to get along in the work world. (John)

By the end of the project, cohort members generally held fewer deficit views about students. though some continued to struggle with the task of reconciling their personal beliefs with information gained from the project. The largest shift was identified in their beliefs about parents. By the end of the training, only one of the five who originally expressed deficit views seemed to hold on to these beliefs. The frequency of negative attributions and stereotypes about students and parents also decreased over the course of the training. In addition, cohort members expressed less frustration and anxiety about issues in the classroom.

In contrast, cohort participants made more negative attributions about fellow participants while their frustration, stress and anxiety levels with each other also increased over the course of the training.

Many people have already shut down. Few participate in class any more for fear of offending someone and causing a scene. People joined this class with good intentions. Some people I think even needed to take this class because they don't understand other cultures. However, because of the numerous problems, it has caused the cultural gap to grow. (Susan)

I am truly frustrated. I chose to do this program through my own initiative and interest alone and each time I leave I am disappointed. I'm not disappointed in the instructors, it's more the conflicts that take place among the participants. I can't imagine what must take place in some of these classrooms if mature adults can't even get together and at the least agree to disagree! (Amy)

I'm not certain everyone was there for the benefit of learning. I kind of sense some people were there for the money and that's human nature. But it certainly doesn't help the project. (Margaret)

It got frustrating for me because I was there to learn. I was learning as everybody else was arguing, but it got to a point where the people just cut off and they weren't open to learning something from it…. I can't stand when people think this is the way it is and they're not open to other ideas… So it got to a point where we weren't going to get anywhere because people weren't willing to learn. (Lynn)

There seemed to be few shifts in the cohorts' beliefs about teacher qualities and urban students over the course of the training. At the end, Maria, Amy, Lynn, Margaret, and Linda seemed to still focus primarily on the relational aspects of their relationship with students. Susan and John became more instructional in their focus while Margaret went from more relational/instructional to only relational at Time 2. Meanwhile, four of the seven (Maria, Susan, John, and Margaret) continued to struggle with their negative beliefs about students.

Maria:
Characteristics of urban students: *Self-centered, disrespect, "Gang" concept*
Qualities of effective teachers: *Validation, respectful, patience*

John:
Characteristics of urban students: *Gregarious/loud, self-centered, short attention span*
Qualities of effective teachers: *Curriculum specialist, good listener, humanistic*

The majority of cohort members had already entered the training with more openness about multicultural education than the group at large and this pattern was consistent at Time 2. Cohort members continued to discuss the importance of valuing differences in general as well as in the classroom. Only Amy had discussed the need for linguistically-responsive behavior by teachers in the classroom at Time 1; however, at Time 2, both Maria and Susan joined Amy in articulating such a need. In addition, John moved away from his belief that students needed to conform to mainstream society and instead took a more additive approach—recognizing the need to adapt in conjunction with valuing students' cultural background. Linda, also shifted from her Anglo-conformity-oriented stance at Time 1 and seemed more open to an additive perspective by Time 2.

In a bilingual classroom depending on the grade level, the appropriate language to use is the student's primary language. (Maria)

Standard English should be the basis of the classroom because college and the working world (mainstream) work that way and value it. Other languages, dialects, etc. should be parts of the classroom, too, to showcase the richness and poetry of language. (John)

Children should be allowed to express themselves many different ways. However, it's important that children learn when and where Standard English is appropriate. (Linda)

Beliefs Summary

Overall, the group and cohort results indicate that participation in the OPD training fostered some positive shifts in teachers' beliefs about culture, teaching and learning. The data suggested that many were struggling to reconcile their new awareness and knowledge about diversity and CLD students with their existing personal beliefs. This is depicted in the mixed, complex profile of changes in this area. As a group, teachers expressed more 'additive' views about multicultural education. Though many articulated fewer negative statements or stereotypes about students—generally—and parents, their negative beliefs about urban students seemed to persist, as did the preponderance of relational qualities of teachers over instructional attributes. Finally, the group conflict seemed to result in a transfer of some of their negative attributions, stereotypes, and emotions to their fellow participants.

Teachers' Acquisition of Skills Related to Diversity and ICC (Research Question 4)

Skills related to intercultural communication in the classroom comprised the fourth area examined by the research component of the ODP. Given the nature of intercultural communication and strategies for effective ICC in the classroom, many of the skills targeted in the modules were cognitive/information processing skills (e.g., withholding judgment, ability to consider alternative interpretations of behavior; mindfulness; ability to accurately identify the cultural bases of their own and students' behavior). Other non-cognitive skills included but were not limited to: 1) using teaching/learning strategies that are culturally and linguistically responsive, 2) using a culturally responsive approach to CLD students' behavior, and 3) using cultural relevant knowledge to make appropriate interpretations/evaluations of CLD student/parent behaviors. ICC skills were also conceptualized as a continuum from beginner to advanced level skills; as with the other domains, advanced skills involved classroom application. Selected items on the Culture Knowledge Test, the CCAI, journals, and interviews comprised the major sources of data for this research question.

These data suggest that participants entered the training with limited ICC skills. The Culture Knowledge (questions #16 and #17) test provided participants with an opportunity to describe the skills they would use in different scenarios, most specifically in responding to a culture clash in their classroom. In their Time 1 responses, the vast majority of participants (12) left these items blank or received no credit for their answers. Similarly, early journal entries for the group in general did not reflect examples of their use of these skills. In contrast, some beginner level skills did emerge in the data sources for cohort teachers. These included: listening to other perspectives, withholding judgement, and considering alternative explanations. A few advanced skills also emerged related to managing anxiety, empathizing, and interacting with CLD parents in a culturally and linguistically responsive manner. These patterns are discussed in more detail in the following section.

The CCAI scales of Emotional Resilience (ER), Flexibility/Openness (FO), and Perceptual Acuity (PAC) were also examined for evidence of ICC skills. At Time 1, participants' mean scores for these scales were average (see Table 12). This pattern was not consistent with the qualitative data sources which suggested that participants possessed few and limited ICC skills. It should be noted, though, that the CCAI is a self-assessment of the extent to which the items are characteristic of respondents. In contrast, other data sources were open-ended and teachers had to provide specific examples of skills and/or apply these skills to resolve a culture clash.

Table 12
Comparison of Mean Scores for Three CCAI Scales

CCAI Scale	Time 1	Time 2
Emotional Resilience (ER)	79.88	80.00
Flexibility/Openness (FO)	68.71	66.82
Perceptual Acuity (PAC)	44.18	44.94

The CCAI stanine sores were used to determine where participants fell on the continuum of ICC skills (see Table 13). This analysis revealed that participants entered the ODP training at the intermediate/advanced levels with respect to their ability to: a) remain positive regardless of obstacles (ER), b) adapt to different cultures (FO). However, they were beginner-to-intermediate learners concerning their ability to understand and accurately perceive cross-cultural communication patterns (PAC).

Table 13
Shifts in Levels of ICC Skills Based on Stanine Scores for Three CCAI Scales (N=17)

CCAI Scales	Time 1		Time 2	
	Total	(%)	Total	(%)
Emotional Resilience				
Beginner	4	(23.53)	3	(17.65)
Intermediate	6	(35.29)	6	(35.29)
Advanced	7	(41.18)	8	(47.06)
Flexibility/Openness				
Beginner	1	(5.88)	4	(23.53)
Intermediate	8	(47.06)	6	(35.29)
Advanced	8	(47.06)	7	(41.18)
Perceptual Acuity				
Beginner	7	(41.18)	3	(17.65)
Intermediate	5	(29.41)	11	(64.71)
Advanced	5	(29.41)	3	(17.65)

Note: Stanine levels were used to arrange participants into the three groups: Beginner = 10-30, Intermediate = 40-60, and Advanced = 70-90.

At Time 2, the pattern of results for all three scales was similar to Time 1 data (see Table 12). Participants' mean scores were still average while the stanine groupings for ER and FO remained at the intermediate/advanced level with nearly half falling into the advanced group for both scales (see Table 13). There were however, rather large shifts among participants on their Flexibility/Openness as well as their level of Perceptual Acuity. Participants' level of Flexibility/Openness decreased over time with only 6 percent classified as beginners at Time 1 but nearly a fourth (24 percent) classified as such at

Time 2. On the other hand, there was a 35 percent increase on PAC for the intermediate group from Time 1 to Time 2. In other words, participants' ability to detect verbal and non-verbal cues (PAC) during the course of the project increased over time

The results from the second administration of the Culture Knowledge test revealed that, by the end of the project, participants were much more successfully able to identify culture clashes and provides steps for responding to them in a culturally-responsive manner. They articulated, through their short answer responses, the skills needed to handle such situations. Increases were also noted in the frequency of educational examples of ICC skills as well as increases in the overall sophistication level of responses. In other words, participants discussed how they had employed their ICC skills in the classroom and many of the examples showed higher level skill acquisition (e.g., adapting relational and instructional behavior, and making accurate predictions).

> *I really benefited from the session on conflict resolution. It helped not only me in my interactions, but also my students in that I am now able to understand and analyze the way they interact with each other.* (#22520)

> *We can apply this information in our classrooms in schools because we might have students that [sic] are low context and they answer directly, even though they might get into trouble. The student may put all the pieces in place and be brief and to the point. Then again you might have a high context student that [sic] may avoid direct responses in order to keep harmony in the classroom. This student lets the listeners make the connections…. It is important to know the intellectual differences among them.* (#12203)

> *In the past, I've not allowed children to give each other money or objects without parental approval. It can get ugly, especially if the "giver" decides s/he wants the object back. Well, I decided to give it a whirl. It was lovely. They all looked out for each other and comforted one another. "It's okay, so and so didn't have enough for a drink either. We can still go get water." "Oh, you don't have enough for a drink because you shared your tickets with Mary. Here, have one of mine."* (#22719)

Acquisition of ICC Skills Among Cohort Teachers

At Time 1, six of the seven cohort teachers left blank those items designed to assess skills on the Culture Knowledge test (#s 16 and 17). In addition, almost no ICC skills (only one personal example) emerged from the journal entries. However the initial interviews did provide a glimpse into some of the skills that a few of the cohort teachers appeared to possess as they entered the training.

> *She [student] is late everyday and I know it makes the other teacher [we team teach] so angry when her kids are late and I understand but I also know that her grandfather is deathly ill. The grandmother is deathly ill. The mother is possibly staying at the hospital and she has to drive her daughter in from the hospital every morning.* (Lynn)

I have changed there too; there have been times where parents would just be yelling at me and I would fight back. I have yelled back and I'm a lot more diplomatic than I used to be. (John)

I think a lot of them [parents] have younger children. We have a lot of parents who don't work outside of the home but they have younger children. They really don't know what to do with them. They don't feel comfortable bringing them up here because they might get in the way. I do not believe these people just don't care about their children. I mean, I'm sure there are exceptions in everything but I just don't believe that people have children and then just don't care. I can't imagine that. I just think that maybe their priorities are different than mine. (Linda)

At Time 2, it was evident that many of the teachers had increased their ICC skill level. On the Culture Knowledge test, all cohort teachers not only attempted a response to items #16 and #17 but provided answers which demonstrated that they understood and had applied certain ICC skills. For example, John and Amy had left these items blank at Time 1 but demonstrated greater ICC skills in their Time 2 responses.

When students were working in small groups, one student in one particular group would do all the work to cover the others—not because he wanted to do all the work by himself necessarily but because he wanted the group to succeed. As I noticed this situation, I addressed the entire class about sharing work equally: together we sink or swim. When that seemed to have little impact, I assigned specific roles (that <u>were able</u> to be done) to each member of the group. The job was done and everyone played a part in accomplishing it. (John)

There have been several times where I have attempted to discipline a child and he/she continuously says, "But Ms. X…But Ms. X… I would get so aggravated that eventually I would just cut the student off and their consequence would be even more severe. I would do this because I felt as though they were being disrespectful. Now, I simply listen to the child and assess the situation! (Amy)

In addition, the other data sources (e.g., journals and final interviews) provided further evidence of the increased understanding and use of ICC skills in the classroom.

You know every single bilingual class has got major parent involvement. Well, you know I have Hispanic kids. I don't have any. One of the teachers today from 5-7 had her Christmas party – had all this food – this whole feast. Parents showed up. I invited my parents. None showed up. Well obviously I haven't made that connection with my parents. Not that they don't value their kids' education. (Susan)

I've got this little girl who's a Jehovah's Witness. We're having a party on Thursday… She can't participate because it's a Christmas party. So I decided, and the parents even told me she can't participate in a Christmas party. I decided that it's not such a big deal. I said, "No, this is a we've-gone-through-the-first-half-of-the-year party." I said, "We'll play music but it's going to be like Disney music and Titanic if you want to

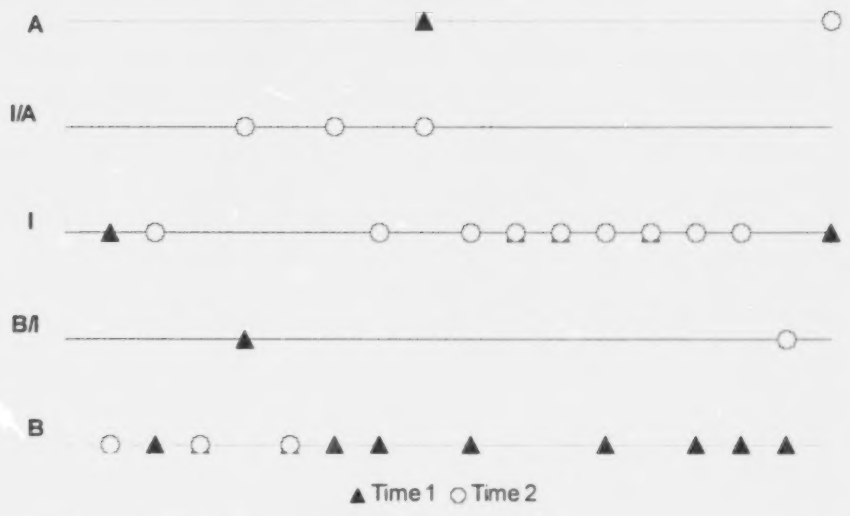
bring that. Just to celebrate our accomplishments. There will be no exchange of gifts." (Lynn)

But that's one thing that I've really messed up in the past [parent conference], because I've gotten angry and taken it personally and said, "they don't care about their child's education, what's wrong with them?" This year, after having that whole discussion on parent conferences that we had, I was real relaxed about it, I didn't get all tight, and actually Teacher A and I had several, because we did our conferences together. Most of our parents showed up. And I think it was me letting go of some of that. And the ones that didn't come, didn't come. (Linda)

Skills Summary

Overall, the data indicate increases in participants' skills related to ICC in the classroom and with parents (see Figure 4). Participants entered the project with limited skills, mostly at the beginner levels, but by the end of the training had acquired more advanced ICC skills, most notably the ability to consider alternative explanations.

Figure 4
Changes in ICC Skills Across Time



Key: B= Beginner, I = Intermediate, A = Advanced

Interrelationships between Awareness, Knowledge, Beliefs and Skills (Research Question 5)

The previous sections represent a vast amount of qualitative and quantitative data for teachers who participated in the Development Phase of the ODP. These sections serve to highlight patterns and themes within each construct (awareness, knowledge, beliefs, and skills) and were extremely helpful in understanding the impact of the ODP on participants as a group, including a closer look at cohort teachers. This section represents an attempt to examine the overall results for awareness, knowledge, beliefs,

and skills, especially changes across time. In addition, although the separate discussions of each construct are important, such discussions limit our ability to understand the interrelationships between these constructs and demographic information. In reality, shifts in any one construct potentially influence changes in any or all the others. In addition, the characteristics a participant brings to a training influence his/her awareness, knowledge, beliefs, and skills. Therefore, researchers also attempt to depict and explain these more complex interrelationships.

As highlighted in Table 14[14], nearly half of the participants (N=8; 47 percent) entered the training with beginning levels[15] of awareness while another 47 percent (N=8) entered with intermediate[16] and one with an advanced level. By the end of the project, five of the eight (63 percent) beginning level participants posted increases in their awareness while the remaining three (37 percent) demonstrated no change. Meanwhile, for the nine remaining participants who did not enter at these beginning levels, the majority (N=7; 78 percent) demonstrated no change over the course of the training. One participant posted a decrease which researchers attributed to data irregularities since the training could not "take away" an individual's awareness.

The majority of participants (N=13; 76 percent) entered the training with beginning levels of cultural knowledge (see Table 14). Only four participants (24 percent) began with intermediate levels of this type of knowledge. The results from Time 2 indicate that of those 13 who began the training at the beginning level, eight (62 percent) experienced increases over time. All other participants (N=9) demonstrated no change in their level of cultural knowledge by the end of the project. Interestingly, all four entering at the intermediate level at Time 1 remained constant at Time 2. As Table 14 also highlights, the majority of participants (N=11; 65 percent) began the ODP with beginning levels of ICC skills with five (29 percent) at an intermediate level and only one at an advanced. By the end, eight out of the 11 participants (73 percent) who began the training at the beginning level had increased. Of those who began the project at intermediate and above levels (N=6), the majority (N=4, 67 percent) demonstrated no change at Time 2.

In addition to entering the ODP with beginning levels of awareness, knowledge, and skills, a majority (N=10; 59 percent) held deficit views of students and their parents (see Table 15). Of the remaining seven participants, six (35 percent) held additive-conformity[17] views while only one participant (6 percent) held pluralistic views. The change results indicate that the majority of participants did not greatly shift their entering

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[14] If participants' levels were split (e.g., B/I) and the comparison level was contained in the split (e.g., B), then researchers recorded no change assuming any difference could be attributed to irregularities in the data. Therefore, the likelihood of a Type II error increased (declaring no change when change was present).

[15] This includes those participants classified as B and B/I.

[16] This includes those participants classified as I and I/A.

[17] Individuals with additive/conformity beliefs acknowledge the importance of including multicultural perspectives in the classroom but continue to assert that student success is ultimately contingent upon adherence to mainstream values.

views; however, there were positive increases for at least four of the participants (24 percent) who shifted away from their deficit views to an additive-conformity approach to students and their parents. There was a downward shift for two participants. One participant moved from her additive-conformity views to deficit ones while another shifted away from her pluralistic orientation to one centering on additive-conformity.

As Tables 14 and 15 highlight, participants who entered the training with beginning levels of awareness, knowledge, and skills appeared to improve upon these levels over time. In addition, half of those participants who entered with deficit views of students and their parents also improved over the course of the training. However, those participants who entered with intermediate or above levels of awareness, knowledge, beliefs, and skills tended to demonstrate little to no change over time. In other words, the training appeared to have a greater, positive, impact for those participants who began the training at a beginning level.

Table 14
Changes in Participants' Awareness, Knowledge, and Skills Across Time (N=17)

Teacher Code	Time 1			Time 2			Change T1→T2		
	A	K	S	A	K	S	A	K	S
#12511 (Susan)	B	B	B	I/A	I/A	I	↑	↑	↑
#12518 (Amy)	B	B	B	I	B	B	↑	Ø	Ø
#21521 (John)	B	B	B	A	I	B	↑	↑	Ø
#12204	B	B	B	B	I	I	Ø	↑	↑
#12516	B	B	B	I/A	I	I	↑	↑	↑
#22626	B	B/I	B	B	I	B/I	Ø	Ø	Ø
#12207 (Maria)	B	B/I	I	B	B	B	Ø	Ø	↓
#22524 (Margaret)	B/I	B	B	A	I	I/A	↑	↑	↑
#22525 (Linda)	I	B	B	A	I	I	↑	↑	↑
#22520	I	B	B	I	I	I	Ø	↑	↑
#21223	I	B/I	B	I	I	I	Ø	Ø	↑
#12613	I	B	I	B/I	I	I	Ø	↑	Ø
#12203	I	I	A	I/A	I	I/A	Ø	Ø	Ø
#12502	I	I	I	B/I	I	I	Ø	Ø	Ø
#12614 (Lynn)	I/A	I	B/I	I/A	I	I/A	Ø	Ø	↑
#12205	I/A	I	I	I	I	I	Ø	Ø	Ø
#22719	A	B/I	I	I	I	A	↓	Ø	↑

Key: A = Awareness, K = Knowledge, S = Skills
B= Beginner, I = Intermediate, A = Advanced
↑ = Increase, Ø = No change, ↓ = Decrease

Table 15
Changes in Participants' Beliefs Across Time (N=17)

Teacher Code	Time 1	Time 2	Change T1→T2
	Beliefs	Beliefs	Beliefs
#12204	D	D/A-C	Ø
#12205	D	D	Ø
#12511 (Susan)	D	D	Ø
#12518 (Amy)	D	A-C	↑
#12614 (Lynn)	D	D	Ø
#21521 (John)	D	A-C	↑
#22520	D	A-C/P	↑
#22524 (Margaret)	D	A-C	↑
#12516	D/A-C	D/A-C	Ø
#22719	D/A-C	A-C	Ø
#12502	A-C	D	↓
#12613	A-C	A-C	Ø
#21223	A-C	A-C	Ø
#22525 (Linda)	A-C	A-C/P	Ø
#22626	A-C	A-C	Ø
#12203	A-C/P	A-C	Ø
#12207 (Maria)	P	A-C	↓

Key: D= Deficit views, A-C = Additive/conformity views, P = Pluralistic views
↑ = Increase, Ø = No change, ↓ = Decrease

The relationship between participants' ethnicity, diversity exposure index, and entering awareness, knowledge, beliefs, and skills was examined (see Table 16). As a reminder, the diversity exposure index is a measure of the amount of participant exposure to different racial and ethnic groups over time, from childhood to adulthood. For a complete review of the index, the reader is referred to page 20.

As Table 16 highlights, of the eight participants (47 percent) who entered with low levels of exposure to individuals from different racial and ethnic backgrounds, all but two began the ODP with beginning levels of awareness, knowledge, and skills. In addition, four of these eight (50 percent) held deficit views of students and their parents.

Of the three participants (18 percent) who entered with medium levels of exposure, all were European Americans. One had grown up as a minority in a majority culture while the other two had extensive educational and professional experiences with diversity issues. Of these participants at the medium level of exposure, one (33 percent) was at the beginner level for awareness, knowledge, and skills and held deficit views of students and their parents. Meanwhile, the other two entered the training with intermediate levels of awareness, knowledge, and skills but were split on their beliefs with one holding deficit views and the other additive-conformity views.

Finally, Table 16 shows that all participants who entered the training with higher levels of diversity exposure were Hispanic (N=6). The overall results for this group were mixed. Five of these six participants (83 percent) entered with intermediate and above levels of awareness yet only two (33 percent), who had been born and raised in other countries, entered with intermediate levels of cultural knowledge; the remaining four (67 percent) entered at the beginner level. Finally, four out of the six (67 percent) entered with intermediate and above level ICC skills while the remaining two entered at the beginner level. Interestingly, half of these participants (N=3) espoused generally deficit views[18] of students and their parents when they entered while the remaining three held positive views of these groups (e.g., additive-conformity and pluralistic).

[18] Includes one participant classified as D/A-C

Table 16

Interrelationship between Participants' Ethnicity, Diversity Exposure Index and Beginning Awareness, Knowledge, Skills, and Beliefs (N=17)

Teacher Code	Ethnicity	Diversity Exposure Index	Time 1			
			A	K	S	B
#22525 (Linda)	EA	L°	I	B	B	A-C
#22626	EA	L°	B	B/I	B	A-C
#12204	HIS	L+	B	B	B	D
#12502	EA	L+	I	I	I	A-C
#12511 (Susan)	EA	L+	B	B	B	D
#12516	EA	L+	B	B	B	D/A-C
#21521 (John)	EA	L+	B	B	B	D
#22524 (Margaret)	EA	L+	B/I	B	B	D
#12518 (Amy)	EA	M+	B	B	B	D
#12613	EA	M+	I	B	I	A-C
#12614 (Lynn)	EA	M+	I/A	I	B/I	D
#12203	HIS	H+	I	I	A	A-C/P
#12205	HIS	H+	I/A	I	I	D
#12207 (Maria)	HIS	H+	B	B/I	I	P
#21223	HIS	H+	I	B/I	B	A-C
#22520	HIS	H+	I	B	B	D
#22719	HIS	H+	A	B/I	I	D/A-C

Key: A = Awareness, K = Knowledge, S = Skills, B = Beliefs
EA = European American, HIS = Hispanic
L = Low, M = Medium, H = High
° = Neutral, + = Positive
B= Beginner, I = Intermediate, A = Advanced
D= Deficit views, A-C = Additive/conformity views, P = Pluralistic views

Table 17 highlights the relationship between participants' ethnicity, diversity exposure, and changes across time in awareness, knowledge, beliefs, and skills. The results clearly indicate that the impact of ODP, as witnessed in increases across time, was more pronounced for those participants who entered with lower levels of exposure to different racial and ethnic groups (N=8). Five of these eight (63 percent) posted increases in awareness and skills while increases in knowledge appeared with six of the eight participants (75 percent). Meanwhile, the majority of these eight (N=5; 63 percent) demonstrated no shift in the their beliefs about students and their parents. However, two did shift away from their deficit views about these individuals but one appeared to shift toward a deficit view by the end of the project.

Three participants entered the ODP with a medium diversity exposure index. The general trend over time was no change; however, increases were found with one participant in awareness and beliefs, one in knowledge, and one in skills.

Finally, of the six participants with high levels of diversity exposure, all Hispanic, five (83 percent) posted no change in their awareness level over time. One participant appeared to decrease over time however, researchers attributed this finding to irregularities in the data because as mentioned previously, an individual's awareness can not be "taken away" from them. Five (83 percent) also demonstrated no change in their level of cultural knowledge while one (17 percent) participants' level did increase over time. Regarding ICC skills, half (N=3) posted an increase, two demonstrated no change, and one appeared to decrease across time. Four of the six (67 percent) indicated no change in their beliefs, yet one shifted away from her deficit views while interestingly, another shifted away from her pluralistic views.

As Tables 16 and 17 indicate, participants who entered the ODP experience with high levels of prior exposure to cultural groups different from their own entered at higher levels of intercultural competence than their counterparts who reported low levels of diversity exposure. In terms of growth, however, the pattern revealed that individuals with lower diversity index scores, who entered as beginners were more likely to demonstrate gains in their cultural competence across the four domains (awareness, knowledge, beliefs and skills). Four of the six individuals with high diversity index scores entered and remained at the intermediate level. Interestingly, all six participants in this group were Hispanic. It is possible that their higher index scores and intermediate classification reflects that participation in the community and larger society inherently involves contact with individuals from non-Hispanic backgrounds. That is, even though this group did not reflect higher levels of prior diversity training, their life experiences and ethnic group membership potentially contributed to their increased understanding of diversity as well as any intercultural skills they demonstrated.

Table 17
Interrelationship between Participants' Ethnicity, Diversity Exposure Index and Changes Across Time (N=17)

Teacher Code	Ethnicity	Diversity Exposure Index	Change T1→T2			
			A	K	S	B
#22626	EA	L°	Ø	Ø	Ø	Ø
#22525 (Linda)	EA	L°	↑	↑	↑	Ø
#12502	EA	L+	Ø	Ø	Ø	↓
#12204	HIS	L+	Ø	↑	↑	Ø
#21521 (John)	EA	L+	↑	↑	Ø	↑
#12511 (Susan)	EA	L+	↑	↑	↑	Ø
#12516	EA	L+	↑	↑	↑	Ø
#22524 (Margaret)	EA	L+	↑	↑	↑	↑
#12614 (Lynn)	EA	M+	Ø	Ø	↑	Ø
#12613	EA	M+	Ø	↑	Ø	Ø
#12518 (Amy)	EA	M+	↑	Ø	Ø	↑
#22719	HIS	H+	↓	Ø	↑	Ø
#12207 (Maria)	HIS	H+	Ø	Ø	↓	↓
#12203	HIS	H+	Ø	Ø	Ø	Ø
#12205	HIS	H+	Ø	Ø	Ø	Ø
#21223	HIS	H+	Ø	Ø	↑	Ø
#22520	HIS	H+	Ø	↑	↑	↑

Key: A = Awareness, K = Knowledge, S = Skills, B = Beliefs
EA = European American, HIS = Hispanic
L = Low, M = Medium, H = High
° = Neutral, + = Positive
↑ = Increase, Ø = No change, ↓ = Decrease

Case Studies

In an effort to depict the interrelationships between all four domains of interest to the project, as well as to go beyond the aggregated patterns which describe groups rather than individual participants, two case studies were developed and are presented in this section. These cases compliment the above results and provide the reader with an in-depth look at teachers who entered the training with very similar levels of awareness, knowledge, beliefs and skills, but exited at different points on the continuum. The teachers chosen for the case studies were "typical" of the population of teachers at large with respect to age, gender, experience, and approaches to teaching. It is hoped that these profiles will assist others in understanding the challenges and successes associated with participation in staff development activities in the area of diversity.

Amy: Well-Intentioned But Not Receptive

Amy was a young White female whose parents divorced when she was a young girl. She was raised by her mother and apparently had little-to-no contact with her father after the divorce. She grew up in the neighborhood where she currently teaches and had many African American friends as a child. She had two very positive experiences with teachers; one as a child and another as an adolescent. Her first positive experience was with her fourth-grade school teacher.

> *She used to always let us play with her hair while she would read novels. She would pick two students during story time and things like that just made me have a close relationship [with her]. It's funny because not very much of it is academic. It's a lot of personal experiences…*

Her second positive experience was with her high school Spanish teacher.

> *He just boosted my confidence especially as far as speaking Spanish. I'm not bilingual but I wanted to go in that direction because of him.*

Both of these experiences provided an impetus for her to select teaching as a career. She completed her undergraduate education at a predominately White, women's college while her Master's degree, in a Teacher's Fellow Program, was conferred at a predominately White southwestern university. When asked about her teacher preparation for CLD students, she responded:

> *I'm trying to think if I even had one class that addressed multicultural or diverse students in undergrad. We did have one as a graduate student and it was basically reading articles, summarizing them, what did you think about it. It didn't tell me, now what do I do… I didn't get any help with transferring it to the classroom.*

Amy had two years of teaching experience in K-2 at the time of her participation in ODP. In her initial interview, Amy described the strong connection between herself and her students:

> *I love the students… I love the kids. I grew up in this neighborhood so I feel like I have a connection with them… I know a lot of them come from broken homes and I did as well. I know a lot of them from what they tell me, that what they go home to is similar to some of the things that I experienced as a child. So I feel like I can - I mean when they come in and tell me, dad wasn't home again or whatever, I feel like I can really listen and hear what they are saying to me. I can't tell them that I know how they feel because every situation is different but I can empathize with them.*

Amy related to her students much the same way her own fourth-grade teacher had related to her.

> *I leave everyday with my hair this big because I let my kids play with my hair. I try to do a lot of the things that my teachers did just to make it comfortable at school for them.*

She spent significant time on her students and expressed a strong desire to be acknowledged for her efforts.

> *I've received several little notes last year and this year just saying how much they appreciate the time I spend with their children and they can tell that their child has a very caring teacher and I've got several of those… I mean that's really important to me that the parents know what kind of time I spend.*
>
> *I took it upon myself last year, every single Friday I sent home a newsletter. I just let the parents know what we did this week, what we're going to do next week, if I need supplies, remind them of important dates coming up… The weekly newsletter; they [parents] know that that takes time. I send home what color they are on every single day. That takes time - just to let the parents know every single day what's happening.*
>
> *I made cupcakes at Easter and I spent so much time on these stupid little cupcakes. I colored some coconut and put it on top and put jelly beans and put a pipe cleaner - like a little Easter basket…They were adorable. The kids came in after music and I had them all sitting on their desks and I couldn't wait and a good amount [sic] of my kids are like," Oooh—gross! What is this green?" … I mean just being horrible and I cried in front of my kids for the first time. I could not believe how upset they made me.*

Amy's view of teaching as caring also came through in her responses to items on the Beliefs Survey related to qualities of ideal teachers and students. She stated that both should be "respectful, honest, and caring". In addition, two of the adjectives she used to describe urban students—many of her current students—were "insecure and dependent." These descriptors corresponded directly with her comments concerning the connection she has with her students. She believed her students came from broken

homes, like herself, and that instructional goals could not be achieved unless she first established a strong, positive and caring relationship with her students. When asked about the role of teachers in today's schools, she stated:

> *[T]o provide a caring and nurturing environment where the children can learn. What I've learned is that teachers are here to educate children to become meaningful citizens, productive citizens in society but just from my experience with these children, that can't happen until they feel safe and comfortable and cared for… It's very important to me that all of my children can read by the time they leave [this] grade and everything like that but first and foremost when they come to my room is I want them to trust me and I want them to be comfortable.*

During the course of the training, Amy remained quiet during many sessions. She readily admitted that she did not participate in some of the discussions because of her shy nature as well as the conflicts that occurred during some of the earlier sessions.

> *I' m very shy – not with my kids but with peers and adults unless I know the people really well. I feel like I have things to say and they're worthy but it takes me a little while to get the courage up to say them.*

> *I felt there was a lot of tension again during this meeting. I find myself choosing to not make a lot of comments during these sessions. This is by choice. I just feel that people are still getting so personal and taking comments as attacks on them.*

She did appear to struggle with some of the content at different points in the training but was quick to point out, within the same journal entry, that she was learning quite a bit.

> *I wrote that I felt guilty for being white during the entire meeting. This isn't true. I more felt like we talked a lot about being careful of making generalizations of different cultures; however, we made several generalizations about the Euro-American culture… Even though I think there are still some things to work out, I really enjoy the discussions and I appreciate all the knowledge about the different cultures. It has caused me to do a lot of reflecting and thinking about the way I handle myself and the ways I see different situations.*

Though she did not actively participate in group discussions, she was able to gain a considerable amount of awareness and knowledge about module content. Her scores on the Culture Knowledge test rose by more than 200 percent, and her journal comments reflected increasing mindfulness about the potential for cultural explanations for others' behavior.

> *It has caused me to do a lot of reflecting and thinking about the way I handle myself and the ways I see different situations.*

> *Well, I will say one thing. Since our meeting on Saturday, every time I hear someone complaining or commenting about another person, I think to myself, "Gee, you know it could be a part of their culture."*

These gains in cultural awareness and knowledge also seemed to alter Amy's perceptions about urban students in a slightly more positive direction. While she had initially described them as "insecure, dependent, and loyal", her descriptors at the end of the project were "challenging, excited, and sponges".

In her final interview, Amy stated her philosophy of teaching:

> *These parents send me their very best and each and everyone of them is entitled to an education and I'm going to do everything in my power to give it to them.*

Her intent to provide an education was not clearly consistent with examples of her behavior in the classroom. Though she intended to focus on academics in her classroom her actions reflected her emphasis on care and nurturing (e.g., newsletters, attending baseball games, making cupcakes). Ultimately, her beliefs that a trusting relationship with her children in a safe environment was of prime importance seemed to supercede her efforts to address academic goals.

Overall, Amy entered and exited the training at the beginner level. She did not appear to see cultural or value system differences between herself and her students/families resulting in well-meaning culture clashes. In other words, she approached students/families from her own cultural frame of reference with little or no understanding of others' frames of reference. Such an approach could only strengthen her deficit views that students were somehow "lacking" and needed her care, nurturing, attention, support, and love.

We view Amy as a very well-intentioned teacher who could only engage at her level of awareness in the training. It is possible that she could not get beyond her self-perception as a caring teacher, and consequently was not motivated to be reflective or introspective in relation to the content of the ODP modules. She stated in her initial interview: "I don't consider myself to be a prejudice person or a racist person" which we believe may be a potential factor keeping Amy from advancing further in the training. In this respect, while she was open to new information, without which she would not have volunteered for the project, she did not appear to see the relevance of this information to her own practice. Unlike others who wrote about their "aha" experiences and insights as a result of activities,

Susan: Struggling to Reconcile Personal Beliefs with New Knowledge

Susan is a young White female who grew up in a small, White, rural community. Her parents divorced when she was young and she reported that she and her brother "grew up poor." She described her childhood exposure to different ethnic/racial groups in her initial interview.

> *I remember when I was growing up, there were no Black people where I went to school or even in the town that I grew up in but there were a few Hispanics. It was okay to be good friends with those people until…even in middle school, it was okay. But high school… the Hispanics…it was a total separation because then you started dating and that wasn't allowed.*

Susan reported that her family was "prejudiced", most notably her brother whom she identified as the most important person in her life. This prejudice could explain the distancing from non-white students during the high school years, that was fostered by her family.

When asked why she chose to be a teacher, she replied:

> *I had a family full of teachers and it's the only thing I've ever even thought about doing.*

She received her teacher preparation at a predominately White college/university and when asked how the program prepared her to deal with students from diverse backgrounds she responded it was "non-existent." She stated that they had a read a "multicultural book" but that the material was not extended to the classroom setting.

Susan married an African American man she met while attending college and although she had no exposure to African Americans while growing up, she felt that their background experiences were quite complementary. In many respects, her analysis was fairly accurate in that Susan was able to transcend racial differences and identify similarities based on socioeconomic backgrounds and educational experiences.

> *My husband was the first Black that I ever talked to—ever…. I think we grew up pretty similarly. We both grew up in small communities. We both grew up pretty poor. He was a whole lot more poor than I was but still poor. His father was killed when he was young. I grew up in a single family. I had a step dad there but still my mom helped raise me most of the time. We went to small schools. We're both very country. To me, we had those same values.*

Susan began the ODP training with a certain level of awareness due to her interracial marriage. She was asked when she became aware of her own prejudices and she responded:

The very first time I said something bad in front of my husband. I realized it was a slap in the face. It was so ingrained in what I said—my language, my actions. It was just what I was.

Although she entered the training with some awareness of racism, she tended to dismiss the effects of culture and look for alternative explanations because she viewed herself as very similar to her African American husband. In this respect, Susan over-generalized from her personal experience to all others, failing to consider other aspects of cultural variability as well as intra-group differences. The only dimension along which she seemed inclined to consider culture was poverty.

I guess the biggest reason why I don't see things as culture clashes is that I am married to somebody from a different culture. I can't even say that because I would say my husband and I are not from different cultures… I don't even say that we are different races because I don't believe we're different races. To me, we're all human. That's how I look at race. We're all the human race. We're a different color. He's not from Africa. I'm not from Germany. We're both Americans… So when people say things like a Black culture, I look at my husband and he is not like that. You know, so you can't just say the whole Black culture is like this because it's not true.

I, myself, have a hard time seeing things so much as a culture thing unless I say culture is a poverty thing. I don't think it's a Black thing. I don't think it's a White thing or Hispanic thing. I think it's a major low income thing.

Susan's generalizations and inability to see cultural differences could explain her lack of awareness concerning the deficit views and stereotypes she held about students and their parents. These views were evident in both her initial interview as well as her initial description of urban students as having "excess baggage and lots of experiences with real life problems" in her Beliefs Survey.

I mean, most of them, especially the fifth graders, go home and their parents don't get home to 6:00 or 7:00 at night. They're responsible for all the little ones that are in that house - making dinner, popping it in the microwave and then if their parents get home at 6:00 or 7:00, okay, then they have 2 hours with them. They aren't able to do homework at home, especially if there's no parents there because they're the parents for a couple of hours when they get home. They're not supervised. Their parents don't monitor them. They don't watch what they watch on TV, what they listen to on the radio, the clothes they wear. The parents don't care. Parents don't have time because they're working.

They [students] come with a lot of baggage. They come with a whole lot of baggage. These kids have a whole lot of baggage this year. A lot of the girls that I have problems with come from single parents who have another man living with [them]- either it's their step dad or a boyfriend that they don't like. [The other man] has taken their [mother's] attention away from them and I think they're wanting that attention in my class.

Not that I know what Native Americans would look like but he [student] does not fit my stereotypical image. There's nothing wrong with saying that you are [Native American] but he just looks like a normal little White kid.

I don't care if they're White, Black, or Hispanic. It's across the board. There's no respect for teachers. No respect for cops. No respect for adults. No respect for each other. Definitely no respect for each other. It's across the board.

These views about her students seemed particularly influenced by the difficulties she was experiencing with behavior management in the classroom, during the year of her participation in the ODP. These difficulties had influenced her instructional practices in a way that was clearly unacceptable to Susan.

That's something real disappointing this year and frustrating, because they [students] are so high [ability level] but their behavior is so poor. I have not been able to do things that I have wanted to do. I've had to go back to almost everything that I disbelieve in teaching - direct teaching that I don't necessarily believe in and whole instruction that I don't believe in, but because of the behavior problems I've had this year, I've had to go back to those styles. You can tell, I normally like the kids working in groups. You can see I have all these tables that aren't in groups any more. They just can't handle it. So I've been real disappointed in that because I think they can do a whole lot more if they could get their behavior under control.

In her early journal entries, it was clear that Susan was struggling with her beliefs about the influence of culture on teaching/learning as well as communications/interactions. Because of her inclination to define race in terms of the "human race", she approached situations from an universalistic and individual perspective, and could not see the validity of cultural interpretations for the scenarios in the modules and in the Culture Knowledge Test.

It was frustrating to read some of the questions on the form we were to fill out at the beginning of class. I don't feel that the situations that were described are necessarily because [of] cultural differences. They deal with the different morals people have. I am not sure they are cultural clashes or a conflict in personalities.

Curiously, in spite of her beliefs about race and culture, Susan struggled with another aspect of the training—the ethnic/racial composition of the participating teachers. As the comments below indicate, Susan's acknowledgement of cultural differences and the importance of representation of all groups were a strong contrast to her previously stated beliefs about this topic.

A major problem I have with the group of people is that it doesn't represent the type of students that we teach. If we are to learn about our students, then it would be helpful to have those cultures represented in our group.

I have stated this before but I feel it needs to be said again. We are in a cultural diversity class trying to learn about the different cultural groups of our students. In both schools the three main ethnic groups are Hispanic, Black, and White. It is a total

disservice that this class does not have any Black people in it. We are trying to learn about that culture through people who are either married to them or people who are friends. In either case, it is second hand knowledge. Things are being said, overlooked, and implied about that culture, both positive and negative, that doesn't need to happen.

It appeared, in a number of her journal entries, that Susan viewed herself as more advanced than others which may explain some of her struggles during the training. In other words, if Susan viewed herself as entering the training as more "sensitive" then it would stand to reason that portions of the module content and others' opinions may have challenged her beliefs about this sensitivity.

I am open to the idea of culture differences most others are not. I feel that some of the teachers in the class are shutting down and won't ask questions that need to be asked. This only makes matters worse for everyone. Instead of knocking down culture barriers, we are adding to them.

People joined this class with good intentions. Some people I think even needed to take this class because they don't understand other cultures.

She also discussed her frustration with the conflict among the participants in some of her journal entries. She attempted to apply conflict resolution techniques that she had learned in her educational administration courses to the situations that occurred during the sessions.

I was frustrated with the class on Saturday. I felt that people were misunderstood and not allowed to go back and restate what they had said or defend their point. People began to take things personally, which is one of our ground rules not to do.

For the past year, I have taken courses in educational administration in order to become a principal. Throughout these courses, managing conflict has been an issue stressed… This is how I would handle the situation now. These people need to know that what they did today is not acceptable. Not only did they break class rules, but interrupted the teaching process. (This is illegal in our classroom when students do it.) Now since the conflict situations seem to arise among the same people all the time, I don't think I would put them in the same group anymore. I would also make it clear that this behavior will not be tolerated any more. (I am sure you could go back and add all the time we have lost due to these people.) I think the class was right when it suggested that these people need to be removed from the class before things escalate further. Because once it does, everyone shuts down and the defending of others starts to take place.

As a result of her participation in ODP, Susan became much more aware of the influence of mainstream culture on the educational process and on communication. While her early journal entries addressed the need to be conscious of other people's culture, later entries as well as her final interview reflected this growing awareness and understanding.

There are so many things I think schools do that are so mainstreamed and so white culture – sitting in the desk or having to sit still, look at me, teacher in the front of the classroom teaching the kids, opening up the textbooks. The textbooks that we teach are mainly white history. Everything. The yes ma'am and no ma'am. The way we make them dress. Things like that. I mean just everything. Everything we do is just white culture.

We also need to remember that students need to respond in any way they choose. Often times, this might be done through storytelling. A component of the language arts program often overlooked.

Susan also showed significant increases in her knowledge based on results from her Time 2 Culture Knowledge test. She had a 200 percent overall increase in her test scores with the greatest gains being seen in her short answer responses which demonstrated her ability to read different scenarios and identify the culture clashes, culture-specific knowledge, and the different intercultural skills that could be used in a cross-cultural situation. In addition, her knowledge that her perceptions could be influenced by her cultural background lead to the increased understanding that multiple realities existed.

Just because I do a particular thing does not mean that everyone else does the same thing. That is an important lesson to learn. We all respond differently, and your way is not the only way.

I notice my own "clashes" with the student and realize that they may occur because of cultural differences. I am now aware that people might react to things in a certain way because of their culture. I think that I am much more accepting of clashes being culturally based and not just personality differences.

As Susan increased her awareness and knowledge, her final interview responses highlighted her awareness about her own prejudice regarding poverty. She was able to acknowledge her bias and confessed her lack of understanding about what she observed among her students and families.

I guess to me that's one of the biggest issues here is poverty. I think that's still where my major prejudices are – the poverty thing. A kid last week came to school with $160 in his pocket to go buy clothes-Tommy Hilfiger clothes-and I'm like, oh my God. I can't believe this. I drive a nice vehicle and they're driving the same thing that I drive and I see what my payments are a month on this truck – you didn't pay cash for it or you probably didn't have a big down payment for it. HOW? Yet your kids are getting free lunch. So to me that whole poor mentality is just something I would like to learn a whole lot more about because that is so hard to accept.

That last test that we took –down at the bottom, you know, describe inner city kids. One of the things that I wrote was they're spoiled –not affectionately but they're so spoiled materialistically. They are so used to getting what they want and to me that might be one of the reasons we have such discipline problems in inner city schools is

because they don't have that at home. They get what they want all the time. If they want to watch TV, if they want to stay out until 10:30 at night walking the streets… I think a lot of the parents work a lot. I don't think that they are there to chaperone – naïve, young parents.

One of the biggest problems I see is that they [students] are so spoiled – that was one of the things I said – so spoiled and accepting of each other – I've never seen kids so accepting of each other.

Although Susan struggled with her deficit views about poverty, she nevertheless showed gains in her development of ICC skills. When Susan began the ODP, she demonstrated only one ICC skill, a limited ability to manage anxiety. However, by the end of the project she realized that other teachers had positive interactions with their students and parents and was able to recognize that she needed to change in order to achieve similar success (tolerates ambiguity).

I think with bilinguals, there's a connection there. I think first of all the parents probably trust them more. They speak the same language. They're from the same culture. I think that's one thing so it's a little bit easier. I've got to step over that gap. I think one way is showing them that I'm there for them. I think the Hispanic culture is much more of a community-based, group-orientated type thing and that I'm there for them. I mean these teachers know everything about these families. I don't know anything about my families. Maybe that's me. Maybe I never really wanted to… But I'm in that culture. I should try to bridge that gap.

In addition, she also learned the ICC skill of considering alternative explanations when examining the behavior of herself as well as her students and parents.

Recognizing that different culture groups respond to situations differently has helped me to think first before I react. If I would remember to use the "culture bump," I might not stick my foot in my mouth as often as I do.

The course has made me "stop and think."

Overall, we saw Susan move from the beginner to intermediate level over the duration of the project. She had entered with limited awareness about the influence of culture in the classroom or in communication/interactions. Her limited awareness could be explained by her belief that she and her African American husband were quite similar and were in fact "not from different cultures." However, by the end of the project she had begun to understand that culture and not differing morals or personalities could sometimes explain conflicts between herself and her students. Her greatest improvements appeared in her knowledge and her skill in considering alternative explanations. This was a significant improvement for Susan who did not demonstrate in her initial responses that she recognized the existence of other perspectives and the need to consider these alternatives. She also realized the importance of "bridging the gap" between herself and her students by the end of the project which demonstrates her increased ability to tolerate ambiguity.

Finally, participation in ODP did not seem to alter Susan's deficit views significantly over the course of the training. However, she demonstrated a willingness to examine her beliefs and bias about poverty, which, in itself, we viewed as an extremely positive indicator of professional development. We also recognized and appreciated her willingness to take this risk of sharing her personal insights and acknowledging her limitations as a teacher of CLD students. We saw this as the crucial difference between Amy and Susan; i.e., the importance of being able to confront one's own beliefs and prejudices in order to move beyond them. Amy did not acknowledge her deficit views or stereotypes about students/parents which subsequently seemed to limit her ability to advance as far as Susan during the training. While we cannot be certain that she was unaware of them, her journals and other responses did not provide us with any basis to the contrary. Even though her cultural knowledge increased significantly, Amy did not seem to find this information relevant to her situation as a teacher in an urban school. Another difference between the two teachers was their varying levels of engagement in the project; Susan was much more involved than Amy. She articulated her willingness and openness to the material being covered which we did not observe in Amy's data. As suggested earlier, an openness and willingness to engage in reflection and discussion seem to be important factors in determining whether teachers will benefit from staff development in this area.

Summary of Results

Overall, the results indicate that:

- Teachers' awareness about their own cultural identity increased over the course of the training. The majority of teachers entered the training with limited levels of awareness which focused primarily on personal issues (e.g., interactions with friends and family). By the end of the project, participants had not only expanded their awareness at the personal level, but also demonstrated greater recognition of cultural influences in the classroom and educational contexts.

- Teachers' general and specific knowledge about the impact of culture on classroom interactions increased. As a group, teachers began the training with limited levels of cultural knowledge (e.g., subcultural, interpersonal, intergroup, intragroup differences and similarities) but significantly increased ($p < .000$) the type and level of their knowledge by the end of the project.

- Teachers' self-perceptions about their cross-cultural adaptability, as measured by the CCAI, did not mirror the significant gains that were demonstrated through other data sources. At the same time, though, their CCAAI scores tended to suggest higher levels of adaptability than were reflected in their responses on other instruments. When presented with the information in the ODP modules, and measured against this content, their self-perceptions did not always match their levels of demonstrated intercultural competence.

- Findings related to teachers' beliefs towards CLD students and diversity revealed a mixed pattern of changes over the course of the training. On one hand, many

teachers entered the training with many negative views and emotions about students and their parents. These negative views about parents greatly diminished over the course of the staff development as did deficit views about students, in general. In contrast, negative views about urban students, specifically, seemed to persist. At the same time, it was evident that many participants struggled with their assumptions about their students' backgrounds and life experiences, specifically as these related to poverty. Finally, given the intra-group conflict which emerged between teachers from the two schools, many of their negative attributions, stereotypes and emotions expressed during the project's implementation appeared to focus on their fellow participants rather than the topics being discussed via module content.

- Teachers demonstrated increases in skills related to preventing and/or managing culture clashes in the classroom. They began the staff development with rather limited ICC skills, particularly cognitive skills such as listening to others and withholding judgment. By the end of the project, many participants were able to demonstrate the ability to tolerate ambiguity, manage anxiety, empathize, and adapt their behavior in the classroom more successfully.

- The findings support the complex inter-relationships among teachers' awareness, knowledge, beliefs, and skills. In particular, the overall pattern of data across time as well as the case studies illustrated the hierarchical nature of the relationship outlined by Brislin and Yoshida (1994b). In other words, participants who were willing and/or able to examine their beliefs and reconcile differences between their perceptions and their newly acquired knowledge about culture appeared to be more successful in their ability to apply this knowledge, i.e., to demonstrate ICC skills targeted by the ODP modules. The two cases presented in the previous section exemplified this interrelationship and suggest that increases in awareness and knowledge do not necessarily predict higher levels of ICC skills. Rather, the ability to apply this knowledge appears to be mediated by participants' ability to examine and address their existing beliefs, and to re-construct a belief system that is not based on deficit views of children from diverse socioeconomic, cultural, linguistic and ethnic backgrounds.

Validation Phase of the ODP Modules

The Validation Phase of the project was implemented from September 1998 to May 1999 at a second site, to field test the revised modules. During this phase, SEDL sought to conduct the staff development on a school-wide basis, in order to examine the effectiveness of the modules with a broader audience. School-wide implementation was also expected to yield a more "realistic" response to the content in that it was anticipated that levels of interest and openness to the content would vary, in contrast to the Development Phase where all participants were volunteers.

Solicitation of a validation site

SEDL contacted school districts, state education agencies, and other entities in its service region to solicit nominations for possible sites during Spring 1998. The principals of the nominated schools were contacted and presentations to faculty were scheduled to explain the project and determine the school's interest in participating. In addition to the criteria used in the selection of Development Phase sites and participants (see page 10), it was also required that interested schools demonstrate school-wide consensus (buy-in) to participate in the program.

During the solicitation of nominations, ODP staff discovered that a school district in New Mexico had been cited by the Office of Civil Rights for violating the educational rights of non-English speaking students (*Albuquerque Journal*, September 23, 1998, page A1). Given the potential of the ODP module content to be relevant to factors related to the OCR mandate, staff contacted central administrators in the district to solicit schools as validation sites.

The presentation to the nominees lasted approximately one hour. The administration and faculty were provided with details of the project including a description of the successes and challenges encountered in the development site in Texas. In July 1998, SEDL chose School Y as the validation site for the training due in large part to the principal's commitment and the full faculty's support of the project. A Memorandum of Understanding (MOU) was signed by all parties in August of 1998 (see Appendix I).

ODP Begins at School Y

The orientation meeting for the school's faculty was held in September of 1998. In this session ODP staff outlined the details of the project (i.e., research methodology, course syllabus, instrumentation), solicited volunteers for the cohort, and completed paperwork related to their participation (i.e., parent consent forms, W-9 forms for cohort teachers). The cohort volunteers were selected through a random drawing and received a $200 stipend for their participation.

During the second week of September, project staff returned to the site for preliminary data collection. All participants completed the instrumentation while members of the

cohort were also interviewed and observed. Staff development sessions were scheduled over the duration of the academic year, and began soon after data collection was completed.

Contextual Factors Influencing the Validation Phase

Contextual factors encountered by staff during the Validation Phase of ODP contributed to challenges in the implementation of this phase of the project. These factors were interrelated and complex. For example:

- The school district hired a new superintendent;
- The school's faculty was working without a contract for the first three months of the 1998-1999 school year;
- ODP staff discovered that the school was participating in Success For All (SFA) during the same academic year as the implementation of the ODP;
- Teachers and school staff were required to participate in district-mandated English-as-a-second-language training in order to address concerns raised by the Office of Civil Rights;
- The lack of cohesion among staff made school-wide change efforts such as ODP and SFA difficult to implement; and
- These factors combined to produce a high level of stress among faculty and administration that was not conducive to the delivery of diversity training.

Outcomes of ODP Validation at School Y

The challenges described above created a context for module validation that was counter-productive to adequate implementation and collection of data for the project. As ODP staff examined available data, the trustworthiness (validity and reliability) of the completed data as an accurate evaluation of the effects of module content on participants' cultural awareness, knowledge, beliefs and skills became questionable. Project staff therefore concluded that any attempts to analyze these data similar to the Development Phase or to make cross-site comparisons would be inappropriate.

Therefore, the data presented for Time 2 and pretest-posttest comparisons between Time 1 and Time 2 must be interpreted with great caution. First, there was a 50 percent response rate for the Culture Knowledge Test, the CCAI, and the Beliefs Survey which limits pretest-posttest comparisons for the faculty as a whole.

Second, journals entries never exceeded 45 percent of the total sample for any module, and dwindled to a low of 11 percent by the end of the project. Most important, the quality of journal entries varied greatly—a number of participants submitted comments which, at best, can be described as resistance to the assignment. The journals were intended as a

tool to examine the progress of participants over the course of the training but this was impossible given the sparseness and inappropriate nature of responses.

What follows are profiles of the school's faculty at Time 1 and 2, with comparisons between Times 1 and 2 for only those individuals for whom these data were available.

Profile of School Y Faculty as They Began the Project

Demographic Profile of Participants in the Validation Phase

Age, Gender, and Ethnicity

Table 18 highlights the demographic characteristics of the participants. The majority of participants were females (82 percent) between the ages of 20 and 40 (59 percent). The majority of participants identified themselves as European American (80 percent), with a few Hispanics (16 percent) and one each American Indian and African American (2 percent respectively).

Table 18
Demographic Characteristics of Teachers Participating in the Validation Phase (N=45)

	Total	(%)
Race/Ethnicity		
European American	35	(77.78)
Hispanic	6	(13.33)
African American	1	(2.22)
Native American	1	(2.22)
Biracial/mixed descent	2	(4.44)
Gender		
Male	8	(17.78)
Female	37	(82.22)

Education

Two-thirds of the participants (68 percent) had graduated from public colleges in New Mexico and most (88 percent) received degrees from colleges with a predominantly European American student population, although the professorate was diverse, according to self-report data. Over a third (36 percent) had attended some type of diversity training by the time they entered the ODP. Three-fourths of the participants (75 percent) were certified in special education while 31 percent had majored in multicultural education and/or bilingual education. Finally, 25 percent reported completing a certification in Spanish.

Bilingualism

More than half (54 percent) of the participants reported that they spoke a second (or third) language, and 39 percent spoke at least some Spanish. However, most speakers of a second language did not report oral fluency; 71 percent reported beginning or intermediate levels. Not all fluent or advanced Spanish speakers were Hispanic, nor did all Hispanic participants indicate that they spoke Spanish fluently.

Teaching Experience

The teaching assignment for most participants was general education (50 percent) or special education (25 percent), while a few taught bilingual education (7 percent). Forty percent of participants had taught between 4-10 years; of the rest, approximately 30 percent of the group respectively fell above and below this range. For most of their teaching careers, almost all participants reported that they had taught non-European American students from lower income backgrounds in either urban (50 percent) or rural (33 percent) schools.

Diversity Exposure

As with the Development Phase, a diversity exposure index was calculated for all participants, using two scales, (1) high, medium, or low exposure, and (2) positive, neutral, or negative contacts with ethnic or racial groups other than their own (see Table 19). In general, more than 50 percent of participants reported moderate-to-high and positive contacts with other groups. Of the remainder, approximately 27 percent were categorized as having low levels of exposure; none reported any negative experiences. For a review of the procedure used to calculate the diversity exposure index, please see page 20.

Table 19

Diversity Exposure Index (N=44)

Levels	Total	(%)
L°	4	(9.09)
L+	8	(18.18)
M°	8	(18.18)
M+	20	(45.45)
H+	4	(9.09)

Key: L = Low, M = Medium, H = High
° = Neutral, + = Positive

Demographic Profile of Cohort Teachers

Of the teachers who volunteered, ten were randomly selected to be members of the cohort. Of this group, one teacher was reassigned to a different school before the initial interviews, two teachers dropped out of the cohort before the end of the project (Tom and Sarah). In addition, there were technical difficulties with the initial interview of one teacher (Joyce), but her final interview is included. All names have been changed to

protect confidentiality. Their profiles are based on information from the demographic survey as well as interviews.

Carmen is an older Hispanic female who grew up in a bilingual home and comes from a family of educators. Her aunts and sisters were teachers and her father was a principal. In addition to the interest in education sparked by her family, Carmen's experience with her own children provided an impetus for her entrance into the field. She volunteered at school and served as a "room mother". She enjoyed her volunteer experiences so much that she applied as an assistant. Carmen subsequently attended a predominately European American college/university where she received her Master's degree with an emphasis in bilingual education. At the time of the ODP, Carmen had over 10 years of teaching experience. Before her current position at School Y, she had taught at a school where 99 percent of the students were monolingual Spanish speakers.

Isabel is a young Hispanic female who entered the field of teaching because she liked kids. She attended a predominately Hispanic college/university where she obtained certification in general education. She had been teaching for over four years in both Texas and New Mexico in grades K-5. Isabel reported that, in her previous teaching position in Texas, the entire faculty spoke Spanish. However, she noted that this was not the case at School Y.

Tom is an older European American male whose mother instilled in him the belief that all people should be treated equally regardless of ethnicity. In contrast, Tom remembered that his stepfather did harbor resentment against certain ethnic groups. However, Tom chose to separate himself from those beliefs and instead clung to the views espoused by his mother. His first career had been in retail but he became very dissatisfied and decided it was time to change careers. Following a visit to a vocational counselor, where he learned that he possessed strong "people" skills with children and adults, he decided to become a teacher. He attended a predominately European American college/university, specializing in general education. Upon graduation he taught at a Catholic school in a Midwestern state for four years before coming to teach in New Mexico.

Emily is a young European American female who comes from a family of teachers. In fact, two of Emily's grandparents were professors and both her parents held doctorate degrees. Her parents became committed to public education and taught at the high school level. They raised Emily to believe that education was the equalizing factor in the United States. With such a strong emphasis on education, Emily knew that teaching was something she wanted to do. She received her Bachelor's degree in history from a predominately European American college/university. She obtained her teaching certificate through an alternative post-baccalaureate program, and had taught at another school in New Mexico as part of her licensure program. The population of students attending the school came from low income backgrounds and the facility itself was in a state of disrepair. Emily described the school as having no air conditioning and as "cold, leaky, and run-down." This experience made her doubt the equalizing factor of public education. She had been an intern at School Y while completing her Master's degree

and decided that she wanted to return upon completion of her program. She had been a general education classroom teacher for a short period of time at School Y.

Andrew is a European American male who entered teaching later in his life. He had held a number of jobs over the years but with little-to-no satisfaction. He had always wanted to finish school and stated, "I've always wanted to teach." He graduated from a predominately European American college/university with a degree in art education and certification in elementary education. After graduation, he worked as a substitute teacher throughout the Albuquerque Public Schools (APS). He had an opportunity to be a substitute teacher for the first grade at School Y for the last half of the school year and was asked to return the following school term. Because Andrew really liked the school in comparison to others where he had substituted, he agreed to take the position; he had been teaching at School Y for the last three years.

Anna is a European American female who always remembers liking little children which lead her into babysitting. She then began working in day care centers while attending high school and after entering college chose to focus on a pre-school vs. elementary degree based on her previous experiences. She received her degree in early childhood from this predominately European American college/university and then moved to Louisiana where she began her teaching career. The school did not have a pre-school program so for three years she taught in a specially funded program for "socially disadvantaged" children. Anna had over 10 years of teaching experience and was completing her Master's degree in special education at the time.

Sarah is a young European American female whose impetus for teaching came from her mother, a special education teacher. Interestingly, Sarah's mother had actively discouraged her daughter from entering the field because of the salary and long hours. However, the more Sarah watched her mother interact with the children and noticed how much she loved them and enjoyed her job, Sarah became convinced that she wanted to follow in her mother's footsteps. She had always been around children—she had begun babysitting at the age of 13 and had loved every minute. Her interest in special education also grew out of her work experience at a day care center. One of the students at the center was a child with special needs and the two of them "just really hit it off." She attended a predominately European American college/university and graduated with a degree in special education. She had taught for approximately seven years, five of these at School Y.

Gloria is a Hispanic female who entered the field by accident. She recounted being a case manager for a developmental disability agency in another state before leaving that field and embarking on her path in teaching. When she began her college career at a predominately European American college/university, her school changed their special education department to a Master's-only program. Students were thus required to complete a baccalaureate in general education before they could obtain special education certification. Gloria received her bachelor's degree at this institution and subsequently attended a second, predominately European American college/university to complete endorsements in bilingual education and ESL. Later, she attended a third institution where she completed her Master's degree in multicultural special education.

She had only been at School Y for a short period of time; before her current teaching assignment Gloria had taught as a Spanish teacher at a different elementary school in the district.

Joyce is an older European American female who attended a predominately European American college/university and specialized in general education. She had been teaching for over four years and had taught K-5. Unfortunately, her initial interview audio tape was damaged precluding the integration of additional information about her background experiences and education in the field.

Teacher Awareness about Diversity and Intercultural Communication (Research Question 1)

Researchers examined the Beliefs Survey, the CCAI, and interviews with cohort teachers to assess the impact of the ODP training on teachers' awareness about their own cultural views, including their awareness of influences of their cultural values on teaching and learning.

Responses to the Beliefs Survey suggest that participants began the experience with varying levels of awareness regarding CLD and poor students. The majority of the group felt that urban students could be successful in school and that each student should be judged on an individual basis. However, they viewed academic success or failure as dependent on the intrinsic qualities of the students and families and did not appear to recognize the influence of culture in the classroom, nor did they acknowledge the role of the school in educating students. In particular, a number of teachers commented that students came from backgrounds which failed to prepare them for academic learning, and which presented obstacles they had to overcome in order to be successful. For example, their responses to the item, "All children enter school eager and ready to learn" included:

> *Used to be true. Now we are seeing an increasing number each year who are not prepared for school because of poor parenting skills, teenage parents, socioeconomic neglect, physical and mental abuse and drug and alcohol abuse prior to conception.* (#31345)
>
> *It depends on their home environment. Maslow's hierarchy of basic needs need to be met before learning can take place.* (#32504)
>
> *Some children are already so harmed by their lives that they cannot perform at the same level as other children.* (#32527)

Time 2 patterns revealed that teachers were less likely to feel that background characteristics predicted academic achievement but increasingly valued having information about students' cultural and linguistic backgrounds as an aid to understanding. During the second administration of the survey, teachers were also more likely to question the definitions of education and academic success.

> *What is success? If a student is growing and learning. If they learn something and grow in some way, who am I to say they aren't successful? I don't know what the tests say, but since when are there tests that measures success?* (#32531)

> *Most statistics show this is true, but it's because most of these children don't feel safe to express their differences. They lose their culture and identity. Standardized tests are biased as well.* (#32541)

Information about participants' cultural self-awareness was also derived from their CCAI scores for two scales, Personal Autonomy (PA) and Perceptual Acuity (PAC). As mentioned previously, the Personal Autonomy scale purports to measure individuals' self-perceptions about their ability to rely on themselves versus their environment to establish and maintain their identity while Perceptual Acuity scores reflect how well individuals believe they attend to and interpret both verbal and non-verbal cues from people of different cultures.

At Time 1, participants' mean scores (N=43) for these two scales were 33.28 (PA) and 45.84 (PAC) respectively. These means were similar to those reported by Kelley and Meyers (1993) for these dimensions overall (PA = 32.88; PAC = 46.47), suggesting that these ODP participants' scores were comparable to those of participants in the norming sample. CCAI stanine scores were also examined (see Table 20) to identify more subtle shifts (if any) in scores on these dimensions. At Time 1, scores for PA for the majority of teachers fell at the intermediate and advanced levels, suggesting an ability to maintain their self-identities even when their values may be challenged (PA). The same pattern of results were found with PAC scores. In summary, the majority of teachers perceived themselves to be at intermediate-to-advanced levels in their ability to understand cross-cultural communication patterns (PAC).

Comparisons between Time 1 and Time 2 were only possible for 21 participants who completed the CCAI at the end of the project. For this subgroup of teachers, the mean scores at Time 2 were 33.81 (PA) and 46.29 (PAC), which placed them at the 50th percentile. As depicted in Table 20, shifts were noted for a few participants; i.e., in their self-perceptions of their ability to maintain their self-identities even when their values may be challenged (PA) with the majority (57 percent) at the intermediate level and a third (33 percent) at advanced level. Meanwhile, there was a downward shift, in participants' self-perceptions of their ability to understand cross-cultural communication patterns (PAC).

Table 20

Levels of Teacher Awareness Reflected in CCAI Stanine Scores for Personal Autonomy (PA) and Perceptual Acuity (PAC)

CCAI Scales	Time 1 (N=43) Total	(%)	Time 1 (N=21) Total	(%)	Time 2 (N=21) Total	(%)
Personal Autonomy (PA)						
Beginner	6	(13.95)	4	(19.05)	2	(9.52)
Intermediate	26	(60.47)	11	(52.38)	12	(57.14)
Advanced	11	(25.58)	6	(28.57)	7	(33.33)
Perceptual Acuity (PAC)						
Beginner	8	(18.60)	1	(4.76)	2	(9.52)
Intermediate	23	(53.49)	13	(61.90)	16	(76.19)
Advanced	12	(27.91)	7	(33.33)	3	(14.29)

Note: Stanine levels were used to arrange participants into the three groups: Beginner = 10-30, Intermediate = 40-60, and Advanced = 70-90.

Awareness about Diversity and ICC Among Cohort Teachers

Time 1 data on awareness were available from the interviews of eight members of the Albuquerque cohort—Carmen, Isabel, Tom, Emily, Andrew, Anna, Sarah, and Gloria. Meanwhile, the Time 2 data provides findings from seven members of the cohort—Carmen, Joyce, Isabel, Emily, Andrew, Anna, and Gloria. Tom and Sarah participated in the initial interviews only; similarly, interview data for Joyce were available only for Time 2.

At the beginning of the project, cohort teachers were generally aware that their own behaviors can differ from those of others; i.e., while they could articulate this concept, they had difficulty explaining the reasons for these differences. In fact, culture tended to be discussed as something others had. This lack of understanding about their own culture left teachers with the universalistic perspective that there was really only one reality—theirs—and that their reality was not culturally determined. For example, Gloria observed that there was a definite cultural split between Anglos and Hispanics, but did not elaborate on what she meant.

Without being aware of it, teachers placed their own cultural perspectives at the center of their interactions with others and expected students and parents to conform to their perspectives, which teachers considered "normal." For example, Isabel, in describing an interaction with a parent she considered overly protective of her child, stated that what made the interaction positive was that the parent changed to meet her expectations.

> *His mom is very, very protective of him, brushing his teeth. But I've opened up to her little by little, day by day, and she's starting to let go, which is good.*

Never did the teacher consider the possibility that this could be culturally-relevant behavior that may not have needed changing from the cultural perspective of the mother.

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Two teachers, Emily and Andrew, were more aware of their own culture in relation to others' cultures, but also viewed their own cultural perspectives as central when describing interactions with them. Emily struggled with these issues when taking a graduate course in which the professor gave students the opportunity to explore and challenge assumptions they held about culture and about individuals from other cultures. During this time, Emily was challenged to question her abilities to teach children from cultural backgrounds different from her own. She reported this to be an agonizing process of self-awareness.

> *For someone to say that no matter how hard you try, you can't do it even though this is your dream and this is what you've always wanted to do, and you put so much value in it, (and they say) you can't do it (teach children from diverse cultural backgrounds) because you're white…*

This struggle was reflected in Emily's interaction with a parent in which the parent asked her in an abrupt way about her religious convictions. She told the parent, "I don't really discuss my personal life here at school." In relaying the story, Emily expressed shock at this parent's behavior, saying, "I couldn't breathe until she left, it was so nerve-wracking.... What a thing for me to deal with." In this example, Emily does not appear to have considered this encounter as a potential culture clash or tried to understand the perspective of the parent.

Only two cohort teachers, Emily and Sarah, discussed the need to modify the way they teach CLD students and seemed aware of more complex aspects of culture, i.e., how they influence the teaching/learning process. For example, Sarah discussed different learning styles of her students. Curiously, though Emily seemed unaware of culture clashes with parents, she spoke of providing cooperative learning activities for her students who come from a collectivist orientation. She observed:

> *It's funny. Growing up in New Mexico, I wasn't really aware that they (individuals from cultural backgrounds different from her own) might have different cultural norms in the classroom. I just thought a classroom was a classroom."*

No teacher discussed awareness of the influence of culture on communication/ interactions, neither did any of the teachers demonstrate self-awareness in discussing cultural diversity. There seemed to be a limited awareness that multiple realities exist. In other words, they were generally unaware that their own value system was highly influenced by their cultural background. In addition, they did not seem to be aware of the influence of their values on their own behavior and consequently their effects on others.

By Time 2, the majority of cohort teachers expressed an awareness of cultural differences and the need to respect cultural diversity. Gloria expressed disdain for other teachers who refer to a group of students at the school as "squatters." "They're people and those children are coming to the school. I mean, it's almost like someone from Mexico being called a wetback." She would later report, "So I think the expectations of how you need to treat each other to be respectful with a person—I may not always agree with them [sic] but that's your viewpoint."

In addition, most teachers discussed some aspect of the need for self-awareness in considering cultural diversity. This was described as a need for introspection and could be seen in the struggles teachers had in attempting to understand previous interactions with parents and students. Joyce described how the ODP training had made her aware of some of her biases. She stated, "I realize that I was not as open and accepting a person that I thought I was." And later she said, "I realize there are some things that are ingrained in me that I didn't realize." She reflected about an incident in which she and her daughters were vacationing when an "older Black man" called her on the telephone when her daughters were out of the hotel room. She admitted,

> *I was very alarmed. I freaked out. I ran looking for my kids. It was like this stigma in my brain saying "Black person" [that] overrode everything else. That really bothers me because I wasn't raised like that. . . . Doing this [ODP training] with you all has made me realize that maybe I'm not as open-minded as I think that I am. I went crazy....After that phone call, I was like, "Get in the room!" That was ridiculous.*

She went on to say, "But I think I'm a lot more patient in looking at things from a different perspective than I would be [before]." Joyce also observed that she became aware of how uncomfortable she was when ODP trainers began using the term "Euro-American." "I didn't like being labeled, but then it made me realize that that's what we do. Everybody is labeled. That made me feel uncomfortable....My first thought was they're being prejudiced towards us."

For some teachers, self-awareness was expressed as a need for introspection. For example, Anna discussed a previously district mandated staff development program, explaining, "The video program didn't address the fact that I'm different—it looked at the child and never addressed how you should be looking at yourself." Andrew suggested the need to look at those parts of ourselves that we might not like. "I really have always loved the fact that (I'm) bilingual, because it showed my own freckles, my own warts, my own perceptions." He would later go on to describe the need for self-awareness in his interactions with students, "If I don't like a child then I surely have to look at what I'm doing." He explained how he was challenged to be introspective at a day care center where he had previously worked.

> *[We would question] what is it about that child that you have difficulty with? . . . And it usually was something about yourself, and so I try to be introspective. It's really hard to do that on a daily, minute, second basis, but then I try to say well this child is having a hard time and he has the right to be here. They have the right to be here and I don't have the right to not teach them.*

Several teachers, Emily, Andrew, and Gloria, also recognized the influence of culture on communication/interactions, and the need to modify the way they teach CLD students. For example, Gloria stated,

> *I think that all comes into play with what we see as far as students in the school—how they react, how they function from day-to-day. . . . even to the point where there's communication—how they express themselves.*

Few teachers, however, demonstrated an awareness of how culture influences the teaching/learning process.

Awareness summary

Group data seem to indicate an increase in participants' understanding that background characteristics should not be used to predict student achievement. The cohort data also suggested an increase in awareness among teachers as indicated from final interview data. Teachers, in general, described a broader view of diversity. Teachers also generally commented about the importance of respecting diversity and appeared to demonstrate increases in their awareness of culture's influence on communication/interactions. Two cohort teachers explicitly expressed the belief that culture clashes clearly have an impact on the education process, whereas this was not stated in the initial interviews. In conclusion, in spite of contextual factors which made implementation of the validation phase difficult, at best, available data revealed some increases in teachers' awareness of diversity in the classroom. Since the number of teachers for whom data were available, these conclusions are limited to this subgroup.

Teachers' Knowledge About Cultural and Education (Research Question 2)

Participating teachers' knowledge about culture and education, specifically the content of the ODP modules, was measured by their responses on the Culture Knowledge test, and supplemented by interviews for cohort teachers.

In general, participants entered the training with low levels of culturally-specific knowledge as measured by the Culture Knowledge test. Of the total of 112 possible points, the mean total score (N=44) was 38; or a third of the total points (see Table 21). Participants had been instructed not to guess and many did leave items blank. There was a 39 percent increase in participants' mean total scores (N=21) between Time 1 and Time 2 (see Table 21). This increase was statistically significant based on the Wilcoxon matched pairs signed ranks tests ($p < .000$). Hence, participants who completed the Knowledge test at both administrations, demonstrated an increase in their cultural knowledge.

Table 21
Comparison of Culture Knowledge Test Scores by Question Format and by Administration (Validation Phase)

	Closed Format	Open Format	Total Score
Time 1 (N=44)			
Mean	25.64	11.90	37.53
Median	27	11	38
Minimum	5	0	5
Maximum	47	39	86
Time 1 (N=22)			
Mean	26.41	11.84	38.25
Median	28	10	38
Minimum	9	0	11
Maximum	36	28	60
Time 2 (N=22)			
Mean	41.18	21.48	62.66
Median	44	23	66
Minimum	19	5	25
Maximum	67	35	97
Percent Change	35.9	44.9	39.0

Participants were divided into three groups based on the range of total possible points (0 to 112)[19] in order to classify them as beginner (0 to 35), intermediate (36 to 71) or advanced (72 to 112). Table 22 summarizes these results. Of the entire group which began the ODP project at Time 1 (N=44), close to half (45 percent) were at the beginner level, with 52 percent in the intermediate group and one participant in the advanced group. At Time 2, the data indicate, that for those completing both administrations (N=21), there was a considerable increase in their levels of knowledge. Though not one among this subgroup was in the advanced group at Time 1, close to one-third (32 percent) had reached this level by the end of the project. There was a concomitant decrease (35 percent) in the percentage of beginners from Time 1 to Time 2.

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[19] The range of total possible points was greater in the Validation site because three questions had been excluded from the analyses in the Development site

Table 22
Shifts in Levels of Cultural Knowledge Among Validation Teachers

	Time 1 (N=44)		Time 1 (N=22)		Time 2 (N=22)	
	Total	(%)	Total	(%)	Total	(%)
Beginner	20	(45.45)	9	(40.91)	1	(4.55)
Intermediate	23	(52.27)	13	(59.09)	14	(63.64)
Advanced	1	(2.27)	0	(0.00)	7	(31.82)

The Time 1 qualitative results also revealed that teachers entered the ODP training with limited knowledge about the content to be presented in the 11 modules. The majority of participants were unable to correctly explain the cultural bases of the clash between Mrs. Rigby and Que which was assessed via questions 7 though 11 (see page 33).

In addition, only 10 (23 percent) participants at Time 1 were able to correctly address a scenario asking them how they would respond to a teacher asking for advice about a student who had recently transferred from Mexico City and who was not participating in class discussions or asking questions. A third (33 percent) of the participants left this item blank while the remaining 44 percent thought that the student a) was adjusting to his new surroundings, b) was shy, and/or c) needed to be prompted by the teacher (in the form of questions). While the first of these explanations did offer a cultural basis, it was limited to cultural adaptation and failed to acknowledge the cultural basis of participation styles as a potential factor.

> *He may be shy. He may still be absorbing content from lessons despite the fact that he is quiet in class. If concerned, talk to the student personally.* (#32632)

> *I believe he is taking in what the students are discussing and trying to understand the best that he can. He's watching to see the differences in Americans and Mexicans; learning how students interact in the classroom environment.* (#32213)

> *I would ask Mr. Jones to include Manuel through the process of questions.* (#32701)

At Time 2, teachers' responses revealed that some of them accurately identified the culture bases of the clash between Mrs. Rigby and Que. Interestingly, even though more participants received higher partial credit for their responses, they did not use the terminology from the training in their responses (i.e., low or high context). In addition, a higher percentage of the participants (N=11; 50 percent) at Time 2 were able to correctly address the scenario about the student from Mexico City than at Time 1 (N= 10; 23 percent). The rest of the group thought that the student was adjusting to his new language and/or surroundings, and that the teacher may need to gently bring Manuel into classroom conversations.

> *Manuel, probably having been in the U.S. for a mere 2 months, is in the very early stages of developing confidence in his English skills. Also, he is probably still*

watching and learning about U.S. socialization and is not yet confident enough to play a full role in it. Give him time and encouragement. (#32606)

Leave Manuel alone. He has only been in this country 2 months and is in a new school. He needs time to adjust and get comfortable in his new environment. However, if you must butt in, start including him a little at a time into class discussions. (#31619)

Knowledge about Diversity and ICC Among Cohort Teachers

Teachers demonstrated a limited knowledge of how cultural groups differ and how individuals within a culture can also differ at the beginning of the ODP. Most of their knowledge appeared to be limited to the external aspects of culture, such as differences in dress, foods, and different traditional celebrations. Two teachers, Carmen and Anna, discussed creating a multicultural calendar that indicated important traditional celebrations of different cultural groups. Although they knew of these cultural differences, it was not clear whether teachers observed these celebrations; Anna commented, "It had some good ideas . . . if we have time to do all that." Another teacher, Gloria, spoke of having multicultural dinners with her students.

In addition, teachers gave few examples of knowledge of culture-specific traits nor did they discuss culture-general knowledge, such as the dimensions of cultural variability addressed by ODP modules. In the domain of culture-specific knowledge, Emily conducted extensive research on the cultural values of her Mexican American students. Through these experiences, she became more aware of the specific cultural differences her students brought to the classroom. For example, she stated, "I talked about how typically in Mexican American families, there's a lot of family interdependence and the children are taught to be cooperative and they work side by side with their family members."

In addition, Andrew discussed differences he observed while living in Japan. For instance, he described how the Japanese use chains to drain water off of houses instead of drain pipes. He described this, saying, "In Japan, they have rain gutters as a chain and the water runs down a chain so it doesn't tear up the ground." Sarah also discussed culture-specific knowledge, describing her interactions with one of her Native American students and his mother. She stated,

What really made the connection for me with them is they were willing to call him by his Indian name in front of me. And I know how important that is. . . . It's giving a part of their spirit. It gives the person power to know their name.

Finally, only two teachers, Emily and Sarah, discussed knowledge about diverse learning styles. Sarah observed, "I suppose diversity is also learning styles. So I have learned a lot about learning styles, kinesthetic learning versus auditory and visual." Interestingly, these learning style differences are not necessarily viewed as culturally embedded, but based on individual differences. Emily recognized the cultural incongruity encountered by students from a collectivist orientation when they enter schools, which are oriented

toward individualism. She commented, "When they go to school, a lot of times the values of individualism and competitive testing and things like that are pushed on the kids. Even just with the games we play with kids in the classrooms." She was also able to directly apply her knowledge to teaching her students. Recognizing the collectivist value of interdependence likely to be valued by her Mexican American students, she reported using cooperative learning activities with them.

In their final interviews, Carmen, Joyce, Emily, Andrew, and Gloria, indicated they had knowledge about intergroup and intragroup differences. For example Andrew, described his relationship with his wife. "I married a Canadian. Well, I thought, that's okay. She's just like an American. Oh, this is not true. We have spent 15 years discovering this." Gloria recognized intragroup differences when she stated about Hispanics, "If you had someone from Mexico and someone from Cuba—you're going to have a big difference there." Emily observed how groups can differ according to the degree to which they are acculturated to the mainstream culture. "Even the Hispanics that were there, they were middle class and the families were more acculturated."

In addition, the great majority of teachers spoke of knowledge of specific cultures. For example, Isabel described knowledge she learned about specific groups, saying, "Native Americans, and why they don't look you in the eye. Hispanics, and why they may value doing work at home over doing school work." In discussing her children from Mexico, Gloria explained, "It's just a different culture—they grew up in school systems in Mexico. I mean the teacher is God. We should all be so lucky to be thought of that way." She also noted, "I think there's a lot of the traditional family. If the student acts up in school, it's a reflection on the family not just that he misbehaved today. It's a reflection on the family."

Few, however, were able to address more advanced kinds of knowledge, such as culture-general knowledge and how to provide instructional strategies and materials that are culturally appropriate for students with diverse learning styles. Only Emily and Andrew spoke of culture general knowledge. Emily discussed her orientation to power distance and how it sometimes contrasts with the orientation of her students and parents. Andrew also discussed culture-general knowledge, when he reflected on why cultures do things a certain way. "I feel like most cultures have reasons for why they do things and that they must be, at least for that culture, functional and they are reflective of what is important to that culture."

These two teachers also spoke about culture's influence on the teaching/learning process. Andrew discussed this in general terms when considering how students are placed in special programs.

> *Teachers want to be successful and if I think successful means sitting and doing your homework and doing it quietly and sitting in your seat, that's what I want. If I have a child who is not successful in my room, then I'll say, then they must need a special program. And so I think that's why they end up (in special programs), because they're not being successful in ways that I see success.*

Emily gave several specific examples of how culture can affect teaching and learning in the classroom. One example illustrates how some of her students prefer tactile and auditory stimulation when learning. She, on the other hand, is distracted by noise and movement in the classroom.

> *I know that sometimes I've become much more tolerant . . . . When a child is playing with a pencil over here, that may be really distracting to me and I may not realize that that child really is paying attention, so I look more at that.*

Knowledge summary

For those participants with Time 1 and Time 2 data, the results indicated a significant increase in cultural knowledge over the course of the training. Specifically, the cohort demonstrated an increased knowledge of intergroup and intragroup differences. They were also able to give more examples of knowledge specific to given cultural group. However, few in either the initial or final interviews, were able to discuss culture using culture-general terminology or concepts. There was also little change in teachers' expressed knowledge about different learning styles or in how teachers can respond to diversity in the classroom in a culturally appropriate manner.

Changes in Teachers' Beliefs About Diversity, Teaching and Learning (Research Question 3)

Teachers responded to the Beliefs Survey by rating each item as true or false (see Table 23) and providing an explanation for their choices. At Time 1, the results (N=43) revealed that a majority of the participants agreed that it is reasonable for teachers to assume that most families, including most minority families, value education (question #6) and that allowing a racist remark to go unchecked is just as racist as having said the remark (question #8). One-third of the participants agreed that knowing a students' cultural and socioeconomic background allows teachers to predict how that student will perform in the classroom. A much larger percentage of the participants (80 percent) felt that students did not enter school eager and ready to learn.

Responses of participants who completed the Beliefs Survey at both Times 1 and 2 (N=21) are also presented in Table 23. Overall, these findings did not reveal great shifts in these participants' beliefs over the course of the project. Teachers in this subgroup appear to have entered and exited the training strongly agreeing that: 1) multicultural curriculum is not divisive (question #2), 2) all students do not enter school eager and ready to learn (question #5), 3) the purpose of multicultural education is not to teach minority students how to fit in the mainstream culture (question #7), 4) standard English is not the only appropriate language for the classroom (question #9), and 5) students do not have to only adhere to the teacher's values in class (question #10).

Table 23

True/False Response on Beliefs Survey

	Time 1 (N=43)		Time 1 (N=21)		Time 2 (N=21)	
	True	False	True	False	True	False
Question 1	14 (32.6)	28 (65.1)	6 (28.6)	15 (71.4)	4 (19.0)	17 (81.0)
Question 2	2 (4.7)	40 (93.0)	0	21 (100)	0	21 (100)
Question 3	8 (20.5)	31 (79.5)	6 (31.6)	13 (68.4)	7 (36.8)	12 (63.2)
Question 4	8 (21.1)	30 (78.9)	3 (15.0)	17 (85.0)	5 (29.4)	12 (70.6)
Question 5	8 (20.0)	32 (80.0)	6 (28.6)	15 (71.4)	8 (38.1)	13 (61.9)
Question 6	21 (51.2)	20 (48.8)	11 (52.4)	10 (47.6)	12 (60.0)	8 (40.0)
Question 7	2 (5.1)	37 (94.9)	1 (4.8)	20 (95.2)	2 (10.0)	18 (90.0)
Question 8	28 (71.8)	11 (28.2)	15 (75.0)	5 (25.0)	15 (75.0)	5 (25.0)
Question 9	7 (17.9)	32 (82.1)	1 (5.0)	19 (95.0)	4 (20.0)	16 (80.0)
Question 10	3 (7.5)	37 (92.5)	1 (5.0)	19 (95.0)	4 (22.2)	14 (77.8)

Note: There was missing or uncoded data. Therefore, the total number of true/false responses may not equal the total number of participants (e.g., N=43, N=21).

Due to the potential for the influence of social desirability on teachers' responses to items, greater attention was paid to their explanations for each response. These comments tended to reflect a more negative view about CLD and low-income students and their families. Teachers' negative assessment of students' readiness for school, were consistent with their disagreement with item #5. While they agreed with item #6 (Most families...value education), their comments about parents were not consistent with their responses. Similarly, they expressed concern about the challenges faced by students from low income backgrounds. In all, these views of socio-cultural factors seemed to overwhelm their perceptions about CLD and poor students and seem to conflict with their more positive responses to the True/False component of each item.

> *Some students are burdened with hardships and crises. For those students, school is a place to go for peace, food, stability, and love. I believe that basic needs must be met before a child is ready to learn.* (#32612)

> *Some families, because they are not educated, don't think it's that important, a cyclical situation.* (#32615)

> *I think they value education but I think that there are factors that interfere. There may be other things in their lives that take priority. For example, dealing with violence, poverty, divorce, etc. Sometimes education has to be put aside until other things settle.* (#32711)

Participants' views about qualities of effective teachers, ideal students, and urban students were also examined as they began the project (see Table 24). As was the case for the module development phase, teachers were asked to identify three qualities that they believed to be characteristic of good students and three qualities that described urban students. Descriptors were coded as relational if they related to interpersonal relationships, or instructional if they focused on academic factors. Teachers' responses

indicated that they perceived ideal students as possessing both relational and instructional qualities; i.e., they valued students who were well behaved, willing to work hard, and in particular, those who demonstrated respect.

Teachers seeded to experience greater difficulty when asked to describe urban students, as reflected in some teachers' reluctance to respond to the question. Moreover, others used more negative descriptors for the urban youth in comparison to those for the ideal student. In other words, many teachers did not view urban students as possessing the qualities which they looked for in an ideal student.

Teacher #32615:
Characteristics of urban students: *limited experiences, limited beliefs, bias*
Characteristics of ideal students: *effort, motivation, openness*

Teacher #32543:
Characteristics of urban students: *burdened, disrespectful, distracted*
Characteristics of ideal students: *responsible, respectful, motivated*

Teachers also used descriptors which focused on urban students' home and environmental factors. A number of these indicated that teachers perceived these students to have developed survival skills in response to their background experiences.

Teacher #32624:
Characteristics of urban students: *resilient, streetsmart/survivors, independent*
Characteristics of ideal students: *positive attitude, motivation, self-determination*

Teacher #32528:
Characteristics of urban students: *worldly, resourceful, independent*
Characteristics of ideal students: *motivated, persistent, strategic*

Table 24

Participants' Beliefs about Students and Teachers (N=43)

Categories	Total (%)	Examples of Descriptors[20]
Characteristics of Ideal Students[1]		
Relational	**83 (48.0)**	
Positive	83 (100.0)	Respect, caring, compassion, honesty
Instructional	**87 (50.3)**	
Positive	87 (100.0)	Motivated, willing to learn, persistent
Home/Environment	**2 (1.2)**	
Positive	2 (100)	Healthy, safe family life
Characteristics of Urban Students		
Relational	**46 (34.1)**	
Positive	27 (58.7)	Respect, compassion, eager,
Negative	17 (37.0)	Demanding, aggressive, scared
Neutral	2 (4.3)	Independent
Instructional	**35 (25.9)**	
Positive	31 (88.5)	Motivated, intelligent, driven
Negative	4 (11.4)	Distracted, low achievement
Home/Environment	**27 (20.0)**	
Positive	3 (11.1)	Experienced, well-rounded
Negative	9 (33.3)	Latch-key, burdened, needy
Neutral	3 (11.1)	Busy, complex
Mixed	12 (44.4)	Street smart, survivors
Demographic	**11 (8.1)**	
Neutral	11 (100)	Diverse, poor, privileged
School	**4 (3.0)**	
Negative	4 (100)	Overcrowded, high dropout rate
Can't/Didn't Respond	**11 (8.1)**	
Qualities of Effective Teachers[1]		
Relational	**100 (57.8)**	
Positive	100 (100.0)	Caring, compassion, sense of humor, sensitivity, respect, patience, open-minded, fair
Instructional	**73 (42.2)**	
Positive	73 (100.0)	Knowledge, flexible, encouraging, motivating, organized, demanding

Note: Frequencies are based on the number of descriptors, not the number of participants

1 Due to the nature of the question, all descriptors were positive

[20] Participants were asked to provide a sample behavior to describe the listed quality which facilitated interpretation of the quality as positive, negative, or neutral

The Beliefs Survey also tapped teachers' perceptions about how cultural differences in the classroom should be addressed. In general, teachers' views of multicultural/multilingual education were positive. The majority commented on the importance of valuing and respecting cultural differences among students. Many recognized that multicultural education extends beyond identifying surface features and that a tourist curriculum alone was insufficient.

> *Education is to expose a student (at whatever grade) to many cultures and peoples. This fosters understanding of others and appreciation of their own culture and that of others.* (#31345)

> *Multicultural education includes these holidays but is not simply a one day or one week celebration. It is a constant celebration and education of students about all people.* (#32531)

In addition, they stressed the importance of validating students' cultural identity and a large number expressed their views in 'additive' terms.

> *Knowledge of one's ethnic identity does not alienate students. Rather, it assists in appreciating one's own culture. Without appreciating one's own culture, you can appreciate differences in other cultures.* (#32238)

> *I believe that children in America need to learn English, but they first need to get an understanding of their first language in order to be successful throughout their education. I also feel with a good bilingual program, it will help them to develop communication skills when addressing people who don't speak English.* (#32614)

Nevertheless, some teachers did struggle with issues of assimilation and conformity. Implicit in one teacher's comments was the assumption that students who come to school speaking a language other than English should be expected to learn English rather than finding ways to provide native language support and/or using appropriate instructional strategies for English language learners.

> *Until teachers are required to learn all the languages their students speak, we need to maintain a standard for communication. I have two students in my class who speak mostly Spanish. They are both willing and intelligent, but it is difficult to get passed the language obstacle. I am afraid these students are continually being passed without mastering necessary skills. I don't want them to fall through cracks because I don't know their language.* (#32612)

Another teachers' response suggested that she viewed "right and wrong" as universalistic standards shared across cultures, versus the possibility that some values and behaviors are culturally-embedded and therefore likely to vary.

> *Values? Another word with many meaning and connotations. If it's a question of "right and wrong", I stand on the side of "right" for teachers and students* (#32640).

By the end of the project, teachers who completed the Beliefs Survey at Time 2 (n=21) seemed to express more positive beliefs about students and fewer deficit views about whether parents valued education.

Teacher # 32541
Time 1: All students have different family backgrounds. Some families don't encourage their children at school because it is not important to them.
Time 2: Just in my experience, all students have been eager and ready to learn.

Teacher # 31617
Time 1: Not all students enter a school with ever a clue about the reason they are about to enter.
Time 2: Although students may be apprehensive about the new environment, all children by nature are open and make themselves eager to learn in order to fulfill their opportunity to feel secure and grow.

At Time 2, the majority of teachers used relational qualities to describe both the ideal student and particularly the urban student. They were less likely to describe urban students in terms of home/environmental factors and used terminology in their responses reflective of the ODP training. For example:

Teacher #32530:
Characteristics of urban students: *happy, collectivism, resilience*

Teacher #32624:
Characteristics of urban students: *verve, street smart, resilient*

Finally, teachers believed that it was important to value and respect differences among students as well as to infuse multicultural education in their schools. However, a number of teachers continued to struggle with questions of conformity to the dominant U.S. culture, and emphasized the importance of preparing students to be successful in the status quo.

English is spoken in the US and is what is needed to get a job here. I'm not saying other languages are wrong, but English is needed to make money in the country. (#32205)

Dialects of English such as Black English or regionalism English should be avoided so that we as a country can be able to communicate with a standard set of rules. (#32222)

Students must adhere to the "groups/schools/class" values set in conjunction with the wisdom of the supervising adult. (#31617)

Beliefs About Diversity and ICC Among Cohort Teachers

Several cohort teachers discussed the importance of parents in their children's education in their initial interview. Carmen, Emily, and Gloria discussed in detail the importance of building relationships with parents and involving them in their children's education. These teachers involved parents by making home visits, by inviting them into their classrooms, and by maintaining ongoing communication, (e.g., sending home positive notes). Gloria described an after school dance program in which parents were involved; Carmen, a female teacher from a traditional Hispanic background who taught a bilingual Pre-K class, explained how she involves parents in her classroom.

> *I invite my parents to come in. I encourage them at my home visits. Well, as a matter of fact, I give them the guilt trip. I tell them this is what I expect from them and I say that we work as a team. If I have happy parents, I have successful students and then I have succeeded as a teacher. So all three of us work hand in hand. And I feel that parents are very important to my program, because if I have parents who are understanding what I need them to do to reinforce what I'm teaching here at school, the student will be successful. And I have a lot of participation.*

Although some teachers discussed the importance of parents in the education process, others in the cohort expressed deficit views of parents and students. Several placed the responsibility for student failure on parents or students' home lives. Tom and Anna expressed the belief that poverty was the true root of parental lack of involvement. In recalling her experiences at another school, Anna described her belief that student ethnicity did not explain parents' lack of involvement, poverty did.

> *So as far as diversity, it was diverse in that you knew you had a variety. [They] could be Black and the parents would be really involved. But then I had some Whites that didn't want to be involved with their children. So the same issues that we say are (pertaining to being) poor for one culture could be found in the other culture, too. So I kind of had to deal with it on an individual basis. To tell you the truth, the more the parents accepted the program…the more interactions I had with them.*

Tom went as far as to generalize that many of his students' parents were criminals.

> *And a lot of children come from homes where survival is their biggest thing. Education's not. When I went to school, in the '60s, it was a different time. My mom was home every day and she'd bake the little cookies, and I'd do my little homework and I'd play and that was a different time. Today a lot of these kids are from broken homes. They have parents who are criminals or whatever. And, you know, when they come to school, this is just a place they come.*

Isabel, in describing one parent's feelings about her children, stated, "Her mom didn't care. They'd be dead. She didn't care at all about her."

In addition to holding deficit views about parents, teachers generally put the onus of parent participation squarely on the shoulders of the parents. For example, Anna commented, "It really depended on the parents, if they wanted to be involved. Some of

them did not wish to be involved. We would try to call but they didn't want to be involved with their child." Isabel stated that the community in general was not very involved at their school. In addition, Sarah commented, "We need some support from parents. I don't feel like I've gotten a lot of support from parents."

Carmen discussed how important it was to her that parents met her expectations and for students to follow her rules. Although she also seemed to believe that teachers should support what parents teach at home, she did not elaborate how she does so; her comments were limited to her own expectations of parents. "Classroom environment rules versus home rules, and I feel that we have to reinforce what parents teach at home and parents have to reinforce what I teach here at school. But to get that across is kind of hard sometimes." There was almost no discussion from teachers about engaging parents on their own terms and trying to understand them and their perspectives about interactions.

Like their counterparts, some cohort teachers also demonstrated deficit views of students. In discussing her work with a particular group of students who were from diverse backgrounds, Anna, commented, "It made me think that I could work with almost anybody." In addition, Isabel commented that one group of students she had worked with "didn't want to learn. They didn't have the motivation." Finally, Tom openly discussed having low expectations for his students and parents, saying, "It just seems like I've lowered my expectations a lot over the years, because I know that parents aren't going to support what I do."

In addition, teachers tended to dismiss the effects of culture in their interactions with others and also in the classroom. Two teachers (Tom and Anna) discussed how they did not look at the color of their students but taught all children the same regardless of race or ethnicity. Tom stated, "I look at personality, not color," suggesting that he did not differentiate between race and culture, and possibly ignoring the contribution of culture in determining how people view and act in the world. Using another example, Anna stated the belief that students left their family life at home when they came to school, seemingly unaware of the importance of family to all children. "Family life does not exist once they enter that door." The only teacher who discussed the importance of teachers identifying their students' needs was Emily, who recognized that many of these needs were culturally determined, and that teachers need to respond to them.

Finally, several teachers tended to generalize their experiences with one or more students (or parents) to all their students (or parents). Although some appeared to romanticize culture (a positive stereotype), most stereotypes and overgeneralizations were negative. For example, as stated previously, Anna stated the belief that students left their family life at home when they came to school. In another example, Isabel described as cultural, a phenomenon of parents at a previous school:

> *Some moms would come to work with hickeys all over their neck. In the school where I was at, that was a sign of power. They wouldn't cover them. They would want them to show. All of them. And the more you had, the more power you had.*

This teacher gave no explanation about why she came to believe this behavior on the part of some parents should be generalized to the entire culture, or even a specific sub-cultural group. She went on to state that at her current school, things are different. "It's different here. You don't see culture. I think it has to do with because no one knows anything." Finally, as stated earlier, Tom held the stereotype that "many" of his students' parents were criminals.

By the end of the project, teachers' beliefs about students, parents, and their community were generally positive, with one notable exception. Isabel's comments continued to echo her deficit views of parents. Apparently frustrated by her experiences with parents at this school, she compared these experiences with those she had had at a previous school.

> *Parents [at the old school] were at the school volunteering more. Here I think the volunteers have more to say than teachers, and volunteers here basically run the school. Whereas at my other school, volunteers came in to work . . . they minded their own business. They didn't butt in and want to be all buddy-buddy as they want to do here.*

On the other hand, Carmen described extensive involvement with her parents, saying, "My parents work so well for me with that, they learn themselves." Emily spoke of respecting parents, saying that she recognized cultural differences and she respected those differences and accommodated parent needs.

Views of students were also generally positive at Time 2. For example, Emily expressed positive affect toward one of her students. "But at the same time I kind of admire her being able to be that way, because she is a very dramatic child. And I never have been able to be."

Andrew also expressed a positive view of his students. He gave one example of an extraordinarily bright child who did not fit the mold of ideal student in that he was not very interested in doing the work presented to him.

> *He has the most wonderful thoughts and he has the most abstract thinking. I call him my little Einstein. But the thing is he does not fit the mold what some people consider (a model student). And what am I going to do, yell at this child and make him fill out a paper that is so boring to him that it just makes him, he would rather stare at the wall and make up his own story in his head than sit there and try to put a stupid paper together for me....He was referred because the kindergarten teacher thought he didn't know anything—and he does....Am I supposed to make him like every other child and then like ruin whatever potential he has for being what he is? And what he is, is a very special, unique child.*

Several teachers also discussed having high expectations for their students. For instance, Carmen stated, "Kids at this age can learn a second language, or computer language....(Teachers should) be honest, fair, and expect things from students." Gloria echoed this by saying, "They're students first and they (teachers) have to have high

expectations for them to learn." This was also the belief of Andrew, who averred, "I don't think my kids (at such a young age) have the right to make a decision whether they're going to continue their education or not. They're going to learn."

Although there were few comments about the community, they were generally positive. Emily described it as a strong community that cared about their children.

> *This is a community that has had to really, really fight for their rights in a lot of ways. For example, even with the old school, to get this new school built when there were feces on the playground at the old school. It took years to fight, but the kids were with the feces for years, before they finally got the new school. And they feel resentful. And they feel angry. And they have every right to be....They are a strong community down here.*

Another notable belief espoused by Emily and Andrew was the belief that culture clashes between students/families and the education system/teachers influence the education of students. Andrew discussed this in terms of cultural expectations and how teachers respond when those expectations are not met.

> *And I think that their (teachers') expectations are kind of pop-culture or general culture expectation—that education is important and that to succeed you need to go to college. And that's what most of the teachers at <u>this</u> school I feel, in their heart, feels what they need to teach the children to be ready for. And then when some of them don't feel that they get that back from the kids and from the community, I see discouragement. Like, "Why don't they. They should feel the same way I do."*

Emily went a step further, describing the consequences for such culture clashes.

> *Because I know that minority children and minorities tend to fall through the cracks in public education. And I don't think it's because they are any less intelligent. I think it's because their needs are not being met. And they don't feel cared about and they don't feel appreciated, and they don't feel reaffirmed....or affirmed. And I think that they need to...I want to know when I get that African-American child in my class... if they have this tendency. How can I affirm that child? How can I affirm a Native American child? What kinds of behaviors might they show that I need to accept and accommodate? Because it's ridiculous that the drop-out numbers and the graduation numbers (are so high). And you can't tell me that culture conflicts have nothing to do with it. You can't tell me that.*

Finally, two teachers discussed the belief that the knowledge they gained from the ODP training would make them better advocates for their students. Anna discussed in her initial interview the story of a Black student who had punched her in the stomach when she was pregnant. It was conveyed to the teacher that the student's mother did not like her because she was European American. In the final interview she says she would now handle that situation differently, by confronting the mother to let her know she cared about her child.

(The training helped) to try to understand the child is not necessarily being negative, but may be reacting to home. I don't know if it would have changed things, but she may have realized that teacher is not as bad as she thinks.

Beliefs Summary

The group and cohort results indicate that participants entered the ODP with a number of deficit views about CLD and low-income students and their families. While a number of the teachers continued to maintain deficit views, many participants expressed more positive attitudes about CLD and poor students. In particular, the number of deficit comments related to students' families and home environment decreased. In spite of these negative beliefs about their CLD students, teachers views about multicultural/multilingual education remained positive and greater emphasis was placed on the infusion of multicultural education across the curriculum. They continued to struggle with issues of conformity and, in fact, more teachers at Time 2 stressed the importance of assimilation into the mainstream. The cohort generally held high expectations for students and expressed a respect for parents and the community. In addition, at least two teachers firmly believed that culture clashes between teachers and students/parents influenced the education process and that the ODP training would lead to greater advocacy for students in regard to cultural diversity.

Teachers' Acquisition of Skills Related to Diversity and ICC (Research Question 4)

Skills related to intercultural communication in the classroom were also examined by the research component of the ODP. Selected items on the Culture Knowledge Test, the CCAI, and interviews comprised the major sources of data for this research question. The journals could not be included in this analysis due to the difficulties described earlier in obtaining an adequate number of responses as well as the quality of a number of entries submitted by participants.

These data suggest that the majority of participants entered the training with limited ICC skills, as reflected in their performance on the Culture Knowledge test. This test provided participants with an opportunity to analyze critical incidents and describe the skills they would use in responding to a culture clash in their classroom. In their Time 1 responses (N=43), nearly half of the participants (*n*=19) left these items blank or received no credit for their answers. Nevertheless, one-fourth of the participants (25 percent) were able to identify instances of culture clashes with their students and families and utilize a culturally-sensitive approach to the situation. For example:

The most difficult experience that I had was with my own culture, but I was raised differently. I was giving a parent conference to a family from Mexico. The husband spoke English but the wife did not. Their daughter was having trouble writing in English because she was flipping the subject and predicate. This is how Spanish translates so I was trying to help her understand the differences. I had a translator with me so things were going smoothly. The father understood what I was doing to help his daughter but the mother didn't want her daughter to get help from the bilingual department. We were having a tutor come in to help during English and

> *writing. The father got so mad at his wife that he would no longer allow the translator or myself to address her. He said, 'Anything I feel she needs to know, I will tell her.' I understood this and continued to only talk to him even though I would not want (let) my husband talk to me this way. In our culture, the man controls the family. I did not want to cause problems so I obeyed his wishes and everything worked out fine.* (#32614)

A comparison of results from the Culture Knowledge for participants with pretest-posttest data (*n*=22) revealed that this subgroup of teachers improved in their ability to identify culture clashes and provide steps for responding to them in a culturally-responsive manner by the end of the project. In their Time 2 responses, all participants answered questions #16 and #17 (which had been left blank at Time 1), and only one received no credit for her answers. Of these 21 participants, 67 percent (*n*=14) were able to identify instances of culture clashes with their students and/or families and utilize a culturally sensitive approach to the situation while the other 7 percent (23) received partial credit for their responses. Interestingly, of the 14 who received full credit at Time 2, four of them had either left this item blank or received no credit at Time 1. For example, participant #32205 left the item blank at Time 1 but responded with the following at Time 2:

> *I have a Hispanic child in my class that never speaks to me unless I direct questions to him. He would just sit and listen. I did not think he was listening but when I directed the question to him he would know the answers. I also noticed that when I would meet with his parents and him he would not say anything unless his parents would address him directly. I now talk to him directly and let him stay quiet when he wants to. I feel that he understands what I am talking about and I respect the fact that he may not want to talk.*

The CCAI scales of Emotional Resilience (ER), Flexibility/Openness (F/O), and Perceptual Acuity (PAC) were also examined for evidence of ICC skills. Participants' mean scores (N=43) for these three scales at Time 1 were 80.93 for ER, 69.14 for F/O, and 45.84 for PAC. These mean scores were similar to the means reported by Kelley and Meyers (1993) for these dimensions overall (ER = 79.58; F/O = 66.92; PAC = 46.47), suggesting that these ODP participants' scores fell at about the 50th percentile. This pattern was not consistent with the qualitative data sources which suggested that participants possessed limited ICC skills in these areas. It must be noted again that the CCAI is a self-assessment instrument and research that relies on self-report about knowledge or behaviors must take into account self-report bias; i.e., participants may over-report or over-estimate such knowledge or skills thereby increasing the measured impact.

At Time 1, the CCAI stanine sores were used to determine where participants fell on the continuum of ICC skills (see Table 25). As they entered the ODP training, participants' scores fell at the intermediate/advanced levels with respect to their perceptions of their ability to: a) remain positive regardless of obstacles (ER), b) adapt to different cultures (FO); and c) understand and accurately perceive cross-cultural communication patterns (PAC).

At Time 2, participants' mean scores (N=21) for these three scales were 81.12 for Emotional Resilience (ER), 69.71 for Flexibility/Openness (FO), and 46.29 for Perceptual Acuity (PAC) which fell at about the 50th percentile just as their Time 1 scores.

The CCAI stanine sores were used to determine where participants who completed both Time 1 and Time 2 data fell on the continuum of ICC skills (see Table 25). This analysis revealed that participants exited the ODP training at the intermediate/advanced levels with respect to their ability to remain positive regardless of obstacles (ER) even though there was a slight increase in the number of beginners at the end of the project as opposed to the beginning. Participants appeared to become more advanced in their ability to adapt to different cultures (FO) across time with approximately a 15 percent decrease in the percentage of beginners. Finally, there was a downward shift for participants with respect to their self-perceptions of their ability to understand and accurately perceive cross-cultural communication patterns (PAC). There was a nearly 20 decrease at the advanced level between Time 1 and Time 2; however, the vast majority were at the intermediate level.

Table 25
Levels of ICC Skills Based on Stanine Scores for Three CCAI Scales

CCAI Scales	Time 1 (N=43)		Time 1 (N=21)		Time 2 (N=21)	
	Total	()	Total	()	Total	()
Emotional Resilience						
Beginner	7	(16.28)	2	(9.52)	4	(19.05)
Intermediate	17	(39.53)	9	(42.86)	8	(38.10)
Advanced	19	(44.19)	10	(47.62)	9	(42.86)
Flexibility/Openness						
Beginner	7	(16.28)	4	(19.05)	1	(4.76)
Intermediate	15	(34.88)	5	(23.81)	10	(47.62)
Advanced	21	(48.84)	12	(57.14)	10	(47.62)
Perceptual Acuity						
Beginner	8	(18.60)	1	(4.76)	2	(9.52)
Intermediate	23	(53.49)	13	(61.90)	16	(76.19)
Advanced	12	(27.91)	7	(33.33)	3	(14.29)

Note: Stanine levels were used to arrange participants into the three groups: Beginner = 10-30, Intermediate = 40-60, and Advanced = 70-90.

Acquisition of ICC Skills Among Cohort Teachers

The intercultural communication (ICC) skills of cohort teachers were difficult to determine from initial interview data; few skills were apparent from these discussions. Although several teachers acknowledged a lack of skills in describing interactions with students and parents, two teachers provided examples of utilizing ICC skills. Carmen appeared to manage anxiety in the classroom by being a positive person and by having extensive

communication with her parents. Emily, as a result of being told she couldn't adequately teach diverse students, expressed empathy toward individuals from other cultural groups. "I'm sure that's how people feel when they're told you can't do this because you're Black or . . . because you're Hispanic or . . . because you're Native American. It was actually the first time I'd ever been told I couldn't do something because of the color of my skin."

Final interviews also posed challenges regarding the identification of skills. The majority of examples fell under the category of considering alternative interpretations. Joyce, Isabel, Emily, Andrew, and Anna revealed this skill. Isabel, even in espousing her negative views about the parents at their school, considered that the parents may not be involved because they work or feel alienated. In another example, Emily described her experience watching the teaching video clips with other cohort members.

> *You know I love the video clips, because to actually be able to see it and say "ah ha!" Like, when you see something… I'm very visual… and when I see something it clicks with me. So I was able to [say], "Ah ha, that's so and so for my class. Maybe that's the reason why there is this going on or maybe why that's why they communicate in this way." So the video clips really helped me out.*

Andrew questioned whether certain interactions he previously had thought had nothing to do with culture may actually be influenced by culture. In describing an incident in which a teacher could not work with a child, he stated, "If you can't deal with a child just because they're different…and that wasn't even a cultural issue. Or maybe it was." Andrew also demonstrated this skill when considering one of his students who had a reputation for stealing, saying, "I don't want to make excuses for bad behavior—[but] she takes things because she has nothing."

In addition, Carmen and Gloria provided examples of their interactions which suggested that they are empathetic to students and/or parents. Carmen discussed how she was once an uneducated parent who would have appreciated being involved by teachers when her children were in school. She, stated, "I feel it's important to make parents feel important."

Gloria expressed empathy when discussing her feelings about how some teachers refer to a group of students and their families as "squatters." She stated,

> *I know it's not meant in a malicious way, but those type of things can be a little unnerving, and I come from a family where my family has been in northern New Mexico for generations—3-400 years—and I was thinking if I could feel that way, how would a more recent arrival person feel?*

Finally, Emily and Andrew discussed adapting their behaviors in order to be culturally responsive to their students and parents. Emily conveyed this when she discussed how she is more tolerant of noise and movement in her classroom, even though this distracts her. She also described how she will be more patient with children who tell longer versions of stories than she would prefer. Andrew's examples also suggested that he

possessed this skill: He described his use of a management system which addresses group and individual needs. He stated,

> *I was usually doing all or one kind of management skill or learning styles. I was either doing everything in front of them or doing individual or small groups or I was doing rewards. I found out when I reward—and I still do group rewards—I finally have got it down to where I have three groups and I haven't made it a huge thing but when I say like the gorillas—we have all G animals this week—are the gorillas doing good. And then I see a gorilla who's being good and his group isn't and it just breaks his heart and we have to do that. I think maybe I was more aware that I have to also look at the individual as well as just say management of a whole class.*

Skills Summary

Overall, the limited data available indicates that the majority of participants entered the project with limited ICC skills in the classroom and with parents. The data for participants with both Time 1 and Time 2 data indicates advancement regarding their ICC skills in the classroom and with parents. Cohort data indicated that teachers' skills increased between initial and final interviews most notably in the area of alternative interpretations. Several teachers expressed the ability to consider interpretations of student and/or parent behavior that may be foreign to them and that they may not have previously considered.

Discussion

The preparation of teachers to serve increasing numbers of students from culturally diverse backgrounds is a complex challenge, yet urgently needed if we are to close the achievement gap between white and non-white students. The magnitude of this task is great, given the cultural discontinuity between students and teachers, and the resulting potential for culture clashes. As discussed in earlier sections of this report and in the synthesis of the literature (Chamberlain, Guerra & García, 1998), several issues surround the design and implementation of effective staff development programs for this purpose. SEDL's Organizing for Diversity Project (ODP) was designed to develop and validate a series of 11 staff development modules related to intercultural communication. The impact of these modules on participating teachers at two sites was evaluated using a variety of data collection instruments which measured participants' growth in cultural awareness, knowledge, beliefs and skills. Also of interest to the project was the opportunity to examine interrelationships between participants' demographic and background characteristics and their growth in these four areas of intercultural communication.

Staff development related to multicultural education is a complex process, often influenced by several factors, including the inherently socio-political nature of the topic as well as the contexts in which such activities are implemented. While several studies have documented teachers' beliefs and perceptions about their CLD students (e.g., Paine, 1989; Parish & Aquila, 1996), relatively fewer investigations are available which

document the process experienced by participating teachers and which examine the contextual factors affecting the outcomes of such efforts (e.g., Sleeter, 1992). The ODP represents an initial, exploratory effort to address existing limitations and challenges in designing staff development related to diversity in education. It is one of few efforts to-date which integrates theoretical principles from two separate yet interrelated disciplines, multicultural education and intercultural communication, in an attempt to address these challenges. The specific research questions addressed by ODP grew, in part, out of the documented need to find answers to the following questions:

- Can we prepare teachers to demonstrate intercultural communication (ICC) competence through staff development?
- What are the essential components of staff development programs which foster ICC competence?
- Given prevailing deficit views among many teachers about CLD students and families, to what extent, and how can staff development effectively address these beliefs?
- What are characteristics of effective staff development related to development of ICC competence?
- How can staff development in ICC competence be linked to school-wide reform efforts to close the achievement gap experienced by CLD students?

In this section, we discuss our findings in the context of these broader questions, and present implications for module content, staff development design, and school-wide reform related to closing the achievement gap for CLD students. While our findings cannot be generalized, given the exploratory nature of our work, as well as the qualitative design of the study, we have attempted to provide, to the extent possible, detailed descriptions of the project, participants and results so that readers may judge the transferability of the findings to their own settings.

In general, the results of the development and validation phases offered different types of understandings of the project's impact on teachers' cultural awareness, knowledge, beliefs and skills. Because the data from the development phase were not as affected by teacher attrition and contextual factors, we were able to more effectively examine the effects of module content and project design on increasing teachers' ICC competence. Therefore, our discussion and implications related to content rely primarily on this component of the project, validation site data were considered on a more limited scale, only where appropriate. On the other hand, these variables (i.e., teacher attrition and contextual factors) significantly limited our analysis of the outcome data for the second site, but the available data provided a rich context for the discussion of process-related considerations, including volunteer vs. mandatory participation, the nature of administrative support, and external factors influencing outcomes. Consequently, while we draw on both sites for this discussion, the development site data contributed considerably to this section.

The Impact of ODP on Teachers' ICC Competence

Overall, the findings show that, as a group, teachers who participated in the development phase of ODP increased their cultural awareness, knowledge and skills[21] related to intercultural communication and the influence of culture on teaching and learning. The increases were most notable in the areas of awareness, knowledge and skills, with a more mixed pattern of changes reflected in the area of beliefs.

As this pattern suggests, the development of ICC competence was not a linear process. While the majority of participants in the development phase entered at beginner levels in each of the four areas (awareness, knowledge, beliefs and skills), growth across these areas was not sequential, nor did participants follow a similar pattern of change. Consistent with the research literature on deficit theory (e.g., Valencia, 1997), many beliefs expressed by teachers at the beginning of the project reflected negative assumptions about CLD children and families who live in poverty. Additionally, they attributed student success more frequently to parent involvement and resources available in the home and community, and seldom to school or instructional factors. Since they did not frame teaching and learning in a cultural context, their views about effective teaching and learning tended to be universalistic, rather than culturally-relativistic. Over time, however, journal entries and interview data revealed that many finally began to understand that factors contributing to academic underachievement and failure could not, and should not be viewed solely in terms of student and family characteristics. They increasingly recognized the contribution of the school and teachers to student underachievement, and seemed to be more aware of the inter-relationship between culture, learning, and teaching. In part, this realization seemed to grow out of two types of cultural awareness: (a) their increased cultural self-awareness, particularly with respect to the influence of their own cultural world views on their assumptions about learning, parent involvement, and appropriate behavior; and (b) their increased awareness of the school culture, including values, expectations, roles and practices emphasized in the educational system.

Given the traditional and prevailing definitions of educational risk which identify "at risk" students on the basis of student characteristics, it is not surprising that teachers' views and expectations about student success were also framed from this deficit orientation. In contrast, the content of the ODP modules reflected an ecological framework of risk (Johnson, 1994), which defines risk in terms of the 'goodness of fit' between student needs and the characteristics of the environment. Participants also had opportunities to compare and contrast home and school patterns of socialization (for example), and to discuss differences in the ways in which families and schools practice cultural transmission. It is likely that these topics prompted reflections about cultural discontinuities, and highlighted potential sources of cultural conflict experienced by teachers and students. With this growing awareness some teachers were able to move

[21] Refers primarily to cognitive skills although some increases in instructional skills were noted.

from their culture-bound assumptions about reality to a perspective that acknowledged the existence and validity of multiple realities.

Increases in cultural awareness, knowledge and skills did not, however, consistently relate to changes in beliefs. As the two case studies of Amy and Susan illustrated (see page 61), teachers varied in their ability and/or willingness to be introspective, and to feel comfortable with the process of reflection and self-examination. These case studies seem to exemplify two types of teachers who participated in ODP: While both types of teachers were well-intentioned, Amy and others like her were unable to benefit from their experience with ODP because they seemed to be motivated by a strong desire to 'rescue' their students from poverty and what they perceived to be 'dysfunctional' backgrounds and families. This 'savior complex' reinforced their deficit views of students, and, by definition, cast the parents as a part of 'the problem', thereby making it difficult, if not impossible for these teachers to appreciate the strengths which existed in their students' families, and to build positive partnerships with them. Paradoxically, though, her efforts to provide a caring and nurturing classroom environment resulted in positive feedback from parents, and this appreciation seemed to confirm to Amy that she was doing the right thing. Consequently, she was unable to recognize that her intentions to ensure that her students were academically prepared were overshadowed by her concern for their emotional wellbeing. In contrast, Susan and her counterparts were much more willing to engage in meaningful ways with ODP materials, with the result that they began to realize the influence of their beliefs on their classroom practice. Though difficult to do, Susan was able to acknowledge her own prejudice with respect to poverty, and expressed the desire to address and overcome this bias. While this recognition was by no means easy to acknowledge, we saw her willingness to engage in this difficult dialogue as an indicator of ODP's positive impact.

While Amy's self-perception as a caring teacher may have been responsible for her implicit resistance and limited professional growth, resistance to ODP material was much more explicit during the validation phase. Many teachers at the second site expressed their resistance to ODP because they saw themselves as already being familiar with the topic of diversity. For many, this perception was consistent with their higher scores on the CCAI. It was also noted that more teachers at the validation site had completed diversity-related coursework as part of their teacher certification program. Consequently, the discrepancy between their self-perceptions and their ability to apply their cultural knowledge—during discussions as well as on data collection instruments—was somewhat surprising, and may suggest a tendency to overestimate these abilities. It is also likely that the content of their diversity coursework was different from ODP content, since teacher education programs do not typically address intercultural communication in the depth that was reflected in the ODP modules. However, these participants did not appear to recognize this possibility, and their resistance became a barrier to engaging with the material in more personally meaningful ways. First, they were not as likely to perceive the material as new or personally relevant. Second, as suggested by Kennedy (1998), their resistance was an indicator of their reluctance to accept new information or practices which directly conflicted with their personal, deeply-held beliefs and values. Since the very nature of staff development in diversity involves engaging and often

challenging participants' personal values and cultural world views, it is not surprising then, that the results of the ODP were the most mixed in this domain.

Clearly, teachers' self-perceptions about their ICC competence was not the only factor which contributed to resistance at the validation site. As described earlier, it ultimately became apparent that several other contextual factors associate with the school, its administration, and the school district were contributing to teacher attrition and resistance, including the fact that participation at this site was mandatory, and that teachers were unsure about the ODP staff development being an approved substitute for OCR-mandated activities. Yet, it was interesting to note that comparisons of Time 1 and Time 2 data for the smaller sample who remained suggest that many of these participants did, in fact, demonstrate increased awareness, knowledge and skills, albeit to a limited extent. It is possible, then, to more cautiously interpret some aspects of this resistance as an indicator of the project's positive impact on some participants. From this perspective, any resistance would be expected from any staff development which is successful in challenging participants' assumptions and beliefs, because its very nature involves upsetting the status quo. As noted by the project's evaluator, "It may be that the focus of this PD [professional development] program inherently produces tensions that are not commonly present in other types of trainings. If so, then it is also probably true that the very things that make a school or a group of teachers need diversity training the most...also create greater challenges for those going in to deliver such training" (Bell, 2000, p. 33).

Even though participants struggled with their beliefs, assumptions, and expectations related to CLD students and poverty, many of them demonstrated increases in ICC skills, as measured by their responses to skills items on the Culture Knowledge test and by their comments in journals and exit interviews. These skills, for the most part, were cognitive skills related to the ICC process; e.g., the ability to analyze culture clashes and determine a culturally appropriate response (the Culture Bump [Archer, 1994]); the ability to manage stress and anxiety associated with cultural differences; the ability to demonstrate empathy, flexibility, and openness to alternate world views; and the ability to use culturally-relevant approaches to working with CLD students and families. At the same time, however, feedback from some participants indicated that they had expected ODP to provide more 'hands-on' strategies which they would be able to implement immediately in their classrooms. While it is understandable that teachers are more likely to be interested in activities or materials which can be used immediately in the classroom, the cognitive skills involved in ICC competence may be the 'missing link' in that teachers can create multicultural classrooms through their materials, yet subconsciously limit their students' participation and learning through the use of communication patterns which are not conducive to learning and active participation (Greenfield, Raeff, & Quiroz,1995).

Interrelationship Between Demographic Background And ICC Components

The two significant patterns in the relationship between the participants' demographic profiles and the outcomes of their participation in ODP suggest that (a) the ODP module content was more effective for participants who had limited experiences and interactions with others from socio-cultural backgrounds different from their own, and (b) staff development related to diversity may need to be differentiated for teachers who themselves are members of culturally and linguistically diverse groups in U.S. society. These two points are further discussed below.

Close to one-half of the teachers in the development phase were assigned a low, positive diversity index based on their demographic profiles. This index reflects not only limited childhood experiences with diversity but also teacher preparation which included limited, if any, attention to socio-cultural and linguistic factors involved in teaching and learning. In this respect, these teachers represent the group about whom the research literature expresses the most concern; i.e., those who enter the teaching profession with the least amount of preparation and cultural experience to effectively address the diversity they encounter in their classrooms. While this group was not the only one predisposed to misperceptions and/or deficit beliefs about CLD students, it was encouraging to note that they were the most likely to benefit from participating in ODP. It is possible that their awareness of their limited experience, knowledge and skills promoted a more open and receptive frame of mind with respect to the ODP content. On the other hand, the Hispanic teachers were among those who made the least progress, but also represented the group which entered with relatively higher levels of ICC competence in comparison to their colleagues. As members of an ethnolinguistic minority group in the U.S. context, their high diversity index is also a reflection of their interaction with members of the predominantly white, mainstream culture. Moreover, four of the six teachers in this group had attended post-secondary institutions that were more racially/ethnically diverse; all six of them also comprised the majority of teachers who were certified in bilingual education and who reported fluency in Spanish. Consequently, it is not surprising that they entered the ODP with higher levels of ICC knowledge and skills. What was disconcerting, though, is the evidence of deficit views about CLD students among some of these teachers in spite of their experience and preparation. Though membership in the same ethnic group as one's students does not necessarily predict more positive attitudes or expectations (e.g., Rist's [1970]) research with African American teachers and students), these patterns suggest that *all* teachers may benefit from staff development in diversity, provided that such activities are tailored to their specific needs and characteristics. Clearly, while they volunteered to participate, remained with the project, and demonstrated some gains, they were not the primary beneficiaries of this effort.

While the small numbers of participants precludes generalization to others, both patterns highlight the importance of differentiated staff development opportunities based on participants' prior experiences, preparation, and demographic background. The demographic profiles thus contributed to our understanding of factors which affected teachers' responses to their ODP experience.

Effectiveness of ODP Training Design

The design and delivery of staff development related to ICC was an integral component of ODP, and informed by theoretical frameworks related to staff development as well as diversity training. This project offered participants the opportunity for prolonged interactions and engagement with presenters over a nine-month period. Given the feedback received from teachers at both sites, several modifications were made to the prototype modules. Features of the workshop format and overall design that were identified by teachers as positive attributes of the staff development included the experiential format of each session, opportunities for discussion and debriefing, classroom applications of ICC constructs, and the coaching component provided to cohort teachers at both sites. Given the nature and intensity of this type of staff development, these elements provided participants a forum to simultaneously acquire new knowledge, reflect on the personal relevance of this information, and consider classroom implications. In general, these findings are consistent with the research on staff development which emphasizes the importance of ongoing activities, follow-up interactions, coaching and other forms of support to ensure adoption and appropriate implementation of new ideas and strategies.

Implications

The development and validation of the ODP modules was implemented at two sites in two different states in the SEDL region, and involved more than 60 teachers and administrators. The results from both sites yielded data that are rich in terms of the understanding they promote about the complexities of staff development in this area. Based on our findings and conclusions, several implications can be drawn for future efforts in staff development as well as school-wide efforts to close the achievement gap for CLD students. These implications are highlighted below..

Implications For Staff Development on Diversity

1. Though staff development related to diversity is an ongoing process and should be implemented over a period of time, participants can acquire insights and increase their cultural awareness in ways that will almost immediately be reflected in their classrooms. These insights often take the form of "a-ha" experiences that teachers have as a result of simulations, case study analysis, or other interactive experiences that engage them personally and offer alternative ways of interpreting their own and their students' behavior. In this respect, it is important that participants realize that classroom relevance is not necessarily limited to instructional strategies, behavior management skills, or other more tangible activities. In fact, by providing them with a cultural framework from which to analyze their classroom environment, this type of staff development has the potential to transform the ways in which they think about academic instruction as well as social-behavioral dimensions of teaching and learning.

2. Staff development efforts should include culture-general and culture-specific approaches to develop intercultural competence. While it is ultimately important that teachers have accurate cultural and linguistic information about the students in their classrooms, culture-general approaches provide the foundation on which teachers can build this knowledge of specific cultural groups. Particularly when faced with multicultural, multilingual classrooms in large urban schools, culture-general knowledge and skills offer teachers a starting point and the tools to understand cultural influences on socialization, childrearing practices, parent involvement, as well as patterns of interaction and communication. In addition, teachers can acquire skills to manage anxiety, approach their CLD students and families with mindfulness, and use strategies to gather the culture-specific information they will need to ultimately be responsive to the instructional needs of their students.

3. Staff development related to diversity should foster teachers' ability to think in terms of the culture of the school, because, as educators, they enact roles that may systematically favor some groups over others. Awareness and understanding of this dynamic in the classroom can alter their beliefs and attributions about success and failure. Awareness of the school culture is also essential for any discussions of institutional practices that may be discriminatory toward specific groups of students. As teachers who may see themselves as non-racist, caring, and equitable begin to realize that many issues contributing to the achievement gap are embedded in systemic practices and role definitions (Cummins, 1986), they can begin to re-define these roles and explore ways to serve as change agents for school-wide reform.

4. In addition to promoting the use of culturally-responsive practices, staff development must address beliefs that teachers bring to their instruction and interactions with CLD students. Even though beliefs are generally deeply embedded and one of the most difficult areas to change, it is important to deconstruct deficit views about CLD students and families, so that teachers can appreciate and respect the "funds of knowledge" (Moll et al., 1992) in all families, build meaningful relationships with CLD families, and create equitable classrooms in which all students have opportunities to be academically successful. The benefits of increasing cultural knowledge and developing ICC skills are questionable if deficit views continue to shape teacher expectations and assumptions about the learning potential of CLD students, and the contributions of families to their child's academic success.

5. Teachers' background characteristics, their own ethnic and cultural identities, and level and quality of prior exposure to diversity is likely to influence their response to staff development on this topic. In keeping with current research on staff development, activities which promote professional growth in ways that are individually relevant are more likely to succeed than school-wide, mandatory efforts.

6. Staff development is more likely to be effective when participants are interested and volunteer, versus perceiving their participation as a mandate. While this is true of staff development in general, it is particularly critical in this case because participants are required to examine their beliefs and engage in activities that may be emotionally challenging and stressful.

7. Teachers' ability to benefit from staff development may be mediated by their receptiveness to the content. That is, even when teachers volunteer for staff development about diversity, there may be varying levels of readiness among the group, which needs to be addressed. Certainly, other factors are involved in successful outcomes; yet, the results of this project suggest that interest in learning more about diverse cultures in and of itself is not an adequate prerequisite. This interest must be combined with the readiness to engage in reflective self-examination and self-awareness, which is the first step in developing intercultural competence (e.g., Lynch & Hanson, 1993).

8. Staff development related to diversity, by its very nature, must be an ongoing process. This effort is made more difficult if implementation appears to compete with several other staff development activities and innovations at a school. In such instances, teachers are less likely to participate fully, as they feel overwhelmed by the number of new reforms or programs that are concurrently being launched. Additionally, it is important to carefully evaluate whether the underlying philosophical assumptions on which each of these innovations are congruent, or it is likely that adoption of such programs will be mixed and counterproductive.

9. Staff development related to ICC is different from professional development workshops on specific instructional strategies. It is important for teachers to understand that the former is really more a philosophy and ongoing process rather than an activity. Of course, ultimately ICC skills are reflected in individuals' behavior and interactions with students, but some of these skills involve people's thinking about the interrelationships between culture, teaching, and learning.

10. Based on the experiences of ODP project staff and the feedback from participants, several features of the staff development design can promote or hinder success. Factors which appeared to be related to successful outcomes included the following:

    - Having a process to deconstruct clashes and work one-on-one with individuals when conflicts emerge during the session;
    - Taking more time to establish norms which emphasize the importance of effective communication so that culture clashes can be either minimized and/or effectively resolved;
    - Providing more time during sessions for classroom application and avoiding transmission models of learning;
    - Beginning sessions with an interactive activity or simulation to draw out participants' insights and learning which can then be related to theoretical principles and generalized to classroom practice;
    - Providing more coaching so that participants understand how to apply the information to classroom interactions. Coaching interventions also need to be differentiated, since teachers are likely to enter with different levels of knowledge,

self-awareness, beliefs, and skills related to diversity. This individualized approach to coaching is more likely to result in their adoption of the ICC process.

- Providing administrative support so that the school culture can change to support changes in teachers' behaviors. Without this transformation at the systemic level, change is limited to the individuals who are motivated to do so, while others may be inclined to continue or resume their original interaction patterns and behaviors.

- Classroom applications and coaching activities are more effective with the use of videotapes to show how cultural dimensions manifest themselves in the classroom. Also, when teachers analyze videotapes of their own classroom behavior and instruction, the coaching sessions are more effective in raising their awareness of cultural influences in the classroom.

Implications For School Reform to Close the Achievement Gap

1. School-wide staff development related to diversity may be more likely to succeed if it is implemented in stages, over a period of time. The process can begin with teacher volunteers at the school who are interested *and* receptive, and who have the potential to become "early adopters and innovators". Over time, this group of teachers is likely to function as change agents and may be instrumental in involving others at later stages of the process. This approach is consistent with other approaches to comprehensive school reform; e.g., Accelerated Schools (Hopfenberg & Levin, 1993) where smaller groups of teachers interested in trying new approaches are encouraged to do so, with the expectation that they will ultimately serve as coaches to their other colleagues who are interested in joining them. This model of staff development and reform takes longer than one year. Even though many teachers who participated demonstrated significant gains in their cultural knowledge, and acquired many ICC skills, relative few attained advanced levels of understanding and skill. However, it is likely that, with sustained coaching activities, continued opportunities to dialogue and debrief, and possibly other staff development sessions on topics generated by the teachers themselves, that these individuals would have demonstrated greater gains in the following year, which would have been evident in their students' performance. By the end of the year, teachers at the development site had begun to initiate changes in their approach to parent-teacher conferences, for example, and were pleasantly surprised at the increased attendance of parents at the school. Other anecdotal reports by teachers and principals from the development site schools suggest that teachers continued to dialogue about ODP topics over several months, that they appeared to be more willing to challenge others' universalistic views of learning and behavior, and that student performance in some participating teachers' classrooms was steadily improving (García & Guerra, 2000).

2. School-wide reform efforts to improve academic achievement of CLD students requires leadership support. Principals may not find it helpful to participate in the sessions with teachers as their presence may create tension or anxiety among teachers who may be reluctant to express their views in the presence of the principal. Since principals are also often responsible for teacher evaluations, their presence

may inhibit teachers from expressing any reactions that may jeopardize their performance evaluations. Examples of strategies used by principals involved in the ODP included providing time for staff development, allowing teachers to express their concerns yet encouraging their continued engagement, promoting dialogue during faculty meetings about students' academic progress, and encouraging the faculty to seek explanations for any disparities in academic or behavior problems by factors such as race, ethnicity, gender and/or social class.

3. School-wide readiness is an important factor in the successful implementation of staff development related to ICC, particularly when the entire faculty is expected to participate in some way. There are two levels of readiness that may be important to consider: (a) whether participants see the importance of, and need for such efforts and are ready to volunteer, and (b) their incoming level of cultural awareness, knowledge, beliefs and skills. The first type of readiness has implications for the process and decisions about who will participate at which stage of implementation. The second type of readiness serves as a needs assessment to determine the specific content and design of the staff development activities. Our experience in site selection confirms the importance of school-wide "buy-in" and support for such an effort. Without a clear understanding of how the ODP fit into the school's year long staff development activities, its relationship to other innovations and mandates being implemented, and inadequate communication between the administration and teachers, there was increased resistance to the project over time, which ultimately also resulted in attrition.

4. If schools are to successfully educate CLD students, it is important that teachers who have deficit views about their students and families are provided opportunities to examine these beliefs and understand the negative impact these beliefs can exert on their interactions with students. Though many of these teachers may be well-intentioned, they do not seem to understand the detrimental effects of their sympathy (vs. empathy) and the resulting desire to compensate for what they perceive to be a dysfunctional home and community environment. If the entire school is engaged in educational reforms and the success of these efforts is integrally dependent on teachers' ability to build on students' strengths, it is also important that those who are either unwilling or unable to make such shifts be encouraged to seek another placement., or perhaps even a different career.

Conclusion

Until recently, little attention has been given to the hidden dimensions of culture that can pose difficulties for CLD students in mainstream classrooms (Greenfield, 1994). The results of this project contribute to our understanding of staff development in this area from multiple perspectives. They also provide some insight in better understanding teachers' responses to staff development in multicultural education and in designing experiences that are consistent with principles of effective professional development. From a theoretical perspective, the findings suggest that ICC theory has potential applications in urban classrooms where socio-cultural, ethnic, linguistic and other

differences between teachers and students increase the likelihood of cultural discontinuities. This project affirms the relevance of intercultural communication competence to teachers' ability to create a positive social/learning environment for all students. Finally, increased understanding of mainstream teachers' cognitive processes as they experience multicultural staff development has implications for teacher education at preservice and inservice levels. The profiles from this study can be used to design appropriate educational experiences that will accommodate and build upon teacher education students' individual experiences and knowledge base. The ultimate goal is to prepare prospective and current teachers to work effectively with CLD students via a journey of exploration that continues throughout their teaching careers.

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Appendix A
Module Revisions

Modules	Original Version Development	First Revision Validation	Proposed Changes
I	• Provide an icebreaker activity • Put the development of group norms at the end of the first session • Deal immediately with participant generalizations and attributions and provide information about these topics • Provide more direct link to classroom • Too much content	•A new module, with less content, was developed to respond to this feedback. It now starts with a simulation called Barnga to serve as an icebreaker. Since it simulates how CLD students feel when they enter a mainstream classroom, it provides a rich experience from which a number of topics can be discussed such as generalizations, attributions, judgements, and group norms. • Content on the assumptions of communication was also added to provide knowledge about the general communication process.	• In order to give participants an advance organizer or understanding as to why it is important to learn about the impact of intercultural communication in the classroom, participants will complete a Behavior Checklist and the overrepresentation of CLD students in special education will be discussed. After learning about the dimensions of cultural variability, participants, in Module IX, will be asked to take their original checklist and now identify those behaviors that are culturally related as a way to give insight into why CLD students are referred to and overrepresented in special education.

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Modules	Original Version Development	First Revision Validation	Proposed Changes
II	• Too much content in one module • Should spend more time on socialization since it provides insight into where differences are formed. • Want to know more about different narrative styles • Need more activities to provide experiential base so will not have to present as much technical information • Want more time for reflection and discussion among participants	• The content from this module was subdivided into four smaller modules. The first module addressed views of culture and became Module II for Albuquerque. The second and third focused on the socialization process, and the fourth on cultural variations of storytelling which included a section on narrative styles. These three modules became Module III through V, respectively.	• This module was so well received that only the activity on p.10 will be changed. To make this activity more personally meaningful, the handout will be revised to ask participants to identify their own "race", "ethnicity", "culture" and "nationality" rather than just their thoughts about each term.
III	• Since not all of the content of Module II was covered (see feedback listed above), it was moved to Module III. Dimensions of cultural variability and cultural variations in storytelling were presented here.	• Shortened in content to provide more time for activities and participant discussion, this module was rewritten to only address culture and socialization and culture and education.	• Have participants read technical information prior to session such as "Five Factors Which Influence How Children Are Socialized" to avoid lecturing on content and increase participant discussions.

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Modules	Original Version Development	First Revision Validation	Proposed Changes
III (cont.)	• Focus more on the teaching of reading by videotaping parents of different ethnicities reading to their children and provide reading lists of culturally appropriate and inappropriate books	• The longer technical information was jigsawed by small groups • More time was given to debriefing the activity "What Should Children Be Taught" also known as "What Do You Believe"	
IV	• Too much time was spent on the dimension of individualism– collectivism. • Several of the Greenfield scenarios did not have enough information to analyze them. Also, if possible, use videotaped examples of teachers rather than written scenarios.	• This module was totally revamped to address the second part of the socialization process. It provide an overview of the dimensions of cultural variability. • The original module was reduced in content to fit the three-hour format and was delivered later in the year as module VI. Also the section on "Acquiring Culture Specific Knowledge" and the "Culture Bump" were moved to Module X and VII, respectively.	• Reduce the content again to focus only on the dimensions of individualism–collectivism, low – high context communication, uncertainty avoidance, and power distance, to allow for more participant reflection and discussion and for more direct classroom application

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Modules	Original Version Development	First Revision Validation	Proposed Changes
IV (cont.)		• An overview of the 10 cultural dimensions was provided here along with accompanying video clips that illustrated each dimension	• Instead of video clips, only use the Inventory of Cultural Self-Awareness to illustrate each dimension and allocate more time for a discussion of their similarities and differences and how these would be manifested in the classroom. • Put the video clip examples in each module that addresses the respective dimension to make it more meaningful for participants
V	• Since not all of the content of Module IV was covered, it was used for this module. The primary topics addressed were: "Acquiring Culture Specific Knowledge" and the "Culture Bump" • Revise the examples of the culture bump to make them less complex	• Original Module III was moved in order and it became Module V for Albuquerque. Cultural variation in storytelling is the focus of this module. • This module was too packed because of spill over from the previous module.	• Return to using the original version of this module (i.e., Module III in Austin) • Spend more time on direct classroom skills such as teaching how to scaffold for topic associated narratives and how to validate topic students who write using this style.

Modules	Original Version Development	First Revision Validation	Proposed Changes
V (cont.)	• The section on "Acquiring Culture Specific Knowledge" should be addressed only in Module X • The section on the "Culture Bump" should come earlier. • Change the ingroup/outgroup information into an activity for participants.		• Add video clips of parents/teachers of different ethnicities reading to children. • Add reading lists of culturally appropriate and culturally inappropriate books
VI	• This module on low–high context communication and conflict was not completed due to participant conflicts in the session so the content was moved to Module VII.	• Original Module IV was moved in order and it became Module VI for Albuquerque • The Greenfield scenarios were revised. • Ingroups/ outgroups were made into an activity that each individual could do.	• Have participants write scenarios, instead of using Greenfield's. Copy and exchange them so small groups can analyze all of them.

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Modules	Original Version Development	First Revision Validation	Proposed Changes
VII	• Participants liked the content of this module. • More time was needed for discussing the culturally responsive strategies on conflict.	• The content of this module remained basically the same. • Several of the handouts on conflict were combined and streamlined so that more time could be spend on discussing culturally responsive strategies.	• Use the revised version but limit the module content to only focus on low–high context communication and conflict.
VIII	• This module was the second-highest rated one in Austin. • The directions for the handout on page 3 were confusing. • The activity on page 14 took some participants longer to complete while others were finished in no time.	• The content of this module remained the same for Albuquerque, however, the administration of it was slightly changed. This change and others in Modules IX through XI were primarily done in response to feedback that was received from the mid-term evaluation conducted on 1/29/99 in Albuquerque.	• Return to teaching the culture bump as a separate section and teach it no later than in Module VI.

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Modules	Original Version Development	First Revision Validation	Proposed Changes
VIII (cont.)		• Technical information was sent to participant for pre-reading in order to decrease the amount of lecture. • The directions on page 3 were rewritten • The activity on page 14 was restructured to have participants give examples of each of the dimensions rather than for just one. • The activity handouts were rewritten to include the school's name. • Only the simple examples of the culture bump were used and it was integrated into the content rather than being taught as a separate section.	

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Modules	Original Version Development	First Revision Validation	Proposed Changes
IX	• Participants also liked this module.	• The content of this module also remained the same, however, minor changes have been made in its administration and in several of the handouts. • Technical information was sent to participants for pre-reading in order to decrease the amount of time spent on lecture. • The activity handouts were rewritten to include the school's name.	
X	• Participants thought this module was good so no significant changes will be made in its content.	•A large matrix will be made so that participants can write their interview questions for each dimension on the matrix so all can see them. The instructions for the activity will be changed to let each small group "clean up" a dimension.	

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Modules	Original Version Deveicpment	First Revision Validation	Proposed Changes
X (cont.)	• Participants really liked the content of this module but suggested revisions in the administration of the activity related to developing a formal interview guide Streamline the process of the activity so that all parts of the activity can be completed. • Reduce the amount of the interview questions on the guide.	• The interview questions will be subsumed under broader questions for Albuquerque.	
XI	• This module was rated as the best liked module by Austin so no significant changes will be made to it. • Make it an all day presentation • Ask questions from all categories not just a few. • Have panelists meet prior to presentation to discuss their answers in case of disagreement.	• This module will be formally moderated in order that a variety of questions will be asked, presenter comments will be linked to module concepts (Modules I-X) and built on, and disagreements among presenters will be clarified, if they occur.	

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Appendix B
Demographic Questionnaire

Date:_____ ID#:_____

The Southwest Educational Development Laboratory's Organizing for Diversity Project (ODP) staff would appreciate it if you would respond to the following questions or complete the following statements. The information you provide will be used solely for the purposes of the research study conducted by the ODP staff. From this information, a profile of the participants will be derived and training materials will be developed. The information you provide will be kept in strictest confidence and destroyed upon completion of the study.

I. Personal Data

1. Age (Circle the range.): 21-25 26-30 31-35 36-40
   41-45 46-50 51-60 61+

2. Gender (Circle the correct response.) Male Female

3. What ethnic groups are represented in your family (i.e., parents)?

   _____

   Of the ethnic groups named above, with which do you most identify?

   _____

4. Do you know any language(s) other than English? Yes No

   If yes, identify the language(s)?_____

For the four communication skills listed below, check the level of language proficiency which best describes your ability to function in the language other than English you identified above. (If you are multilingual, select the language other than English in which you are most proficient.)

a. listening: ___ beginner ___ intermediate ___ advanced ___ fluent

b. speaking: ___ beginner ___ intermediate ___ advanced ___ fluent

c. reading: ___ beginner ___ intermediate ___ advanced ___ fluent

d. writing: ___ beginner ___ intermediate ___ advanced ___ fluent

5. How many years have you taught?_____

6. Below each of the categories listed, circle which of the phrases best describes the majority of students you have taught.

Ethnicity	Location	Economic Status
. mostly white	a. urban	a. mostly upper income
. mostly minority	b. suburban	b. mostly middle income
Identify: _____	c. rural	c. mostly lower income
ethnically mixed		
. other: _____		

7. What grade level(s) and subject/content area(s) have you taught?

Grade level(s): _____

_____

Subject area(s):_____ All (elementary core)

Other:_____

_____

8. Circle your **current** teaching assignment(**s**).

General Education Gifted and Talented Education Bilingual Education

Special Education Title I English as a Second Language Migrant Education

Other: _____

9. List **ANY** job(s) you may have held **PRIOR** to teaching.

a. _____ e._____

b. _____ f._____

c. _____ g._____

d. _____ h._____

II. Sociological Background

10. Below each of the categories listed, circle the term that best describes the neighborhood where you currently live.

Ethnicity	Location	Economic Status
. mostly white	a. urban	a. mostly upper income
. mostly minority	b. suburban	b. mostly middle income
Identify: _____	c. rural	c. mostly lower income
ethnically mixed		
. other: _____		

11. What was your father's primary occupation when you were growing up?

_____

12. What was your mother's primary occupation when you were growing up?

_____

13. Below each of the categories listed, circle the term that best describes the neighborhood where you grew up.

Ethnicity	Location	Economic Status
. mostly white	a. urban	a. mostly upper income
. mostly minority	b. suburban	b. mostly middle income
Identify: _____	c. rural	c. mostly lower income
ethnically mixed		
. other: _____		

14. As a child or adolescent, did you and your family experience any moves from one community to another? If so, how many times did this occur?_____

III. Education

15. Below each of the categories listed, circle the type of school, the ethnicity of the student population, and the ethnicity of the teachers at the schools you attended. If you attended more than one school during the grade levels listed, particularly if you experienced frequent moves, think of the one in which you spent the most time, then respond accordingly.

	Type of School	**Ethnicity of Students**	**Ethnicity of Teachers**
Elementary School:	a. public b. private	a. mostly white b. mostly minority Identify: _____ c. ethnically mixed d. other: _____	a. mostly white b. mostly minority Identify: _____ c. ethnically mixed d. other: _____
Middle/Junior High School:	a. public b. private	a. mostly white b. mostly minority Identify: _____ c. ethnically mixed d. other: _____	a. mostly white b. mostly minority Identify: _____ c. ethnically mixed d. other: _____
High School:	a. public b. private	a. mostly white b. mostly minority Identify: _____ c. ethnically mixed d. other: _____	a. mostly white b. mostly minority Identify: _____ c. ethnically mixed d. other: _____
College/University:	a. public b. private	a. mostly white b. mostly minority Identify: _____ c. ethnically mixed d. other: _____	a. mostly white b. mostly minority Identify: _____ c. ethnically mixed d. other: _____

16. Where did you receive your degree(s)?

Bachelor/Undergraduate Degree

University_____Year graduated_____

Major_____ Minor (if applicable)_____

Area of specialization: _____

Masters Degree

University_____Year graduated_____

Major_____ Minor (if applicable)_____

Area of specialization: _____

Ph.D./other professional degree

University_____Year graduated_____

Major_____ Minor (if applicable)_____

Area of specialization: _____

Alternative Certification Program

Institution_____Year certified _____

17. List the type(s) of certification you have been awarded (e.g., Bilingual, Supervisory, Curriculum, Emergency, etc.).

_____

_____

_____

IV. Contact with Diverse Groups

18. Circle the frequency of your contact with ethnic group(s) different from your own, during the following time periods—from elementary school to present. Also, circle whether the experience(s) were generally positive, neutral, or negative.

	Frequency	**Nature**
Elementary School:	a. daily b. often (on a weekly basis) c. occasionally d. rarely (several times a year) e. never	a. generally positive b. generally neutral c. generally negative

List the ethnic group(s) referenced in your response. _____

_____

Middle/Junior High School:

a. daily
b. often (on a weekly basis)
c. occasionally
d. rarely (several times a year)
e. never

a. generally positive
b. generally neutral
c. generally negative

List the ethnic group(s) referenced in your response. _____

_____

High School:

a. daily
b. often (on a weekly basis)
c. occasionally
d. rarely (several times a year)
e. never

a. generally positive
b. generally neutral
c. generally negative

List the ethnic group(s) referenced in your response. _____

_____

College/University:

a. daily
b. often (on a weekly basis)
c. occasionally
d. rarely (several times a year)
e. never

a. generally positive
b. generally neutral
c. generally negative

List the ethnic group(s) referenced in your response. _____

_____

Currently:
(outside of school)

a. daily
b. often (on a weekly basis)
c. occasionally
d. rarely (several times a year)
e. never

a. generally positive
b. generally neutral
c. generally negative

List the ethnic group(s) referenced in your response. _____

_____

19. Circle the phrase that best identifies the diversity among your circle of friends at the following times:

Elementary School:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed
d. other: _____

Middle/Junior High School:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed
d. other: _____

High School:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed
d. other: _____

College/University:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed
d. other: _____

Currently:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed
d. other: _____

20. Circle the phrase that best identifies the diversity among your co-workers at the following times:

High School:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed
d. other: _____
e. did not work

College/University:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed
d. other: _____
e. did not work

Your most recent job prior to your position at this school:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed
d. other: _____
e. did not work

Your current position:

a. mostly white
b. mostly minority
Identify: _____
c. ethnically mixed

Appendix C
Culture Knowledge Test

Date: _____ ID # _____

Multiple Choice

For each of the following five questions, circle ***only the most likely explanation*** for the behavior described.

1. When Latisha, an African-American student, is asked to summarize a story she takes a long time in giving lots of details and doesn't seem to get to the point. The ***most likely*** explanation for why she does this is:

   a) in her culture storytelling is not as important, so she lacks practice

   b) for her culture, the details are what makes the point of the story

   c) she doesn't clearly understand how to tell a story

   d) she doesn't have the ability to do the higher order skill of summarizing

2. Imagine you are working in a large inner-city school in Houston. In your class you have students who emigrated from five different countries. Which of the following strategies would be the ***least effective*** in gathering data to better understand the relationship between the cultural and experiential backgrounds of your students and the teaching and learning process?

   a) conduct informal interviews with the students' parents and other community members

   b) work with the school librarian to identify and read books about each country

   c) talk to the students themselves about their expectations of schooling

   d) keep a journal of your classroom observations and your reflections each day regarding student behaviors and interactions

Identification

3. Please read the following statements and indicate if they are **Descriptive** (**D**), **Interpretive** (**I**), or **Evaluative** (**E**). There may be more than one statement of each.

_____ Sally believes everyone should share their things

_____ Too bad more students aren't as giving as Sally

_____ Sally took Pedro's toy truck when he let go of it

_____ Sally is trying to get Pedro's goat and make him upset

_____ Sally ate Pedro's cookie and left him her chips

Matching

4. Match the behavior on the left with the **one** dimension of cultural variability on the right which the behavior best describes or exemplifies. Note: there are more dimensions than behaviors.

___1. Getting the highest grade in the class is really important to Shateeka	a. ethnocentric orientation
___2. Steve tends to challenge the teacher's directions frequently	b. collectivistic orientation
___3. Sara tends to say "maybe" when she is invited somewhere but usually does not show up	c. high power distance orientation
___4. Tomás's teacher is amazed that he can follow her lecture even while he's talking with his friends	d. low uncertainty avoidance orientation
___5. Alex is usually able to complete assignments with few directions from the teacher	e. low context orientation
___6. Su Lin always agrees with the teacher	f. harmony with nature orientation
___7. Abdul copies others' work and lets others copy from him	g. mastery over nature orientation
___8. Peter is easily upset when classroom routines are not clear	h. strong avoidance orientation
___9. Greg does not want to start another book until he is finished with the first one	i. polychronic orientation
___10. Nikki always "tells it like she sees it."	j. low power distance orientation
___11. Pat often talks about the things he will buy when he gets older, like an expensive car and a big house.	k. high context orientation
___12. Mr. Hoover never lets a student leave his class upset or angry	l. feminine orientation
___13. Mrs. Lopez taught her science class the benefits of building dams	m. individualistic orientation
___14. Mr. Apagata's biology class wrote a letter to the city council in support of saving the local endangered salamander species	n. monochronic orientation
	o. pluralistic orientation
	p. masculine orientation

5. Match the expression on the left with the assumption about communication on the right which the expression **best** describes or exemplifies.

Expression	Communication Assumption
_____1. "No response *is* a response"	a. Is a symbolic activity
_____2. "I bet she'll say no to that!"	b. Is a two-way process
_____3. "A smile is international"	c. Involves the creation of meaning
_____4. " 'Nice' is a relative term"	d. Happens at varying awareness levels
_____5. "He never understands me"	e. Involves predicting behaviors
_____6. "During the job interview, I made sure not to ramble."	f. Is not always intentional

Checklist Question

6. Which of the following examples may reflect some aspects of culture? (check all that apply).

___ Eating apple pie for dessert

___ Taking a bath daily

___ Expecting the meeting to be over promptly at 5:00 p.m.

___ Being attracted to redheads

___ Reading bedtime stories

___ Identifying with your racial background

___ Wearing bright colors all the time

___ Expecting students to keep their eyes on their own paper

Scenario

Please read the following scenario:

> A very caring and well-intentioned European American teacher, Ms. Rigby, is teaching a first grade class. One of her students, Que, was born in the U.S. to immigrant Vietnamese parents. One day Que is trying to tell the teacher that another student has taken her crayons. As she begins describing the events leading up to the incident, Ms. Rigby patiently prompts her with "Say what you mean" followed by "Come on honey, tell me what you need." Que is somewhat flustered and embarrassed and tries to speak faster. Finally, Ms. Rigby, who is dealing with two other problems concurrently, turns to Que and impatiently says to her, "Que, I don't have time for your rambling. Get to the point!" At this, Que becomes silent and goes back to her seat.

Briefly answer the following questions regarding the above scenario:

7. What do you perceive the culture clash to be in this scenario?

_____
_____
_____

8. What culture-specific knowledge can you infer from this scenario?

_____
_____
_____

9. What emotions are involved in this scenario and what evokes these emotions?

_____
_____
_____

10. What intercultural skills could Mrs. Rigby have used in this situation?

_____
_____
_____

11. How is motivation to communicate affected for both Que and Mrs. Rigby?

_____
_____
_____

Critical Incidents

Read the critical incidents below. Next, rank-order the solutions to the conflict from most *likely response* to *least likely response* , ***assuming the perspective of the person in the incident, not your own***.

12. Case #1: Mrs. Smith, a 10th grade teacher, has Noriko, a Japanese student, in her literature class. Mrs. Smith is very attached to Noriko and makes a special effort to check on her daily during class, study hall, lunch. One thing she has noticed is that Noriko spends all of her free time studying. Worried about her, Mrs. Smith constantly tries to persuade her to join some of the school's activities like the student clubs, sports, and social activities. Noriko is very worried. She likes Mrs. Smith but also feels compelled to study many hours every day to maintain the 4.0 grade average she has had throughout public school so she can get a scholarship to a good college like Harvard. Her family will not be able to pay for her college education and that of her sisters. Noriko is one of three children and her parents do not make a lot of money. If you were she, what would you do? Rank-order the following choices.

Most likely response = 1 --------> Least likely response = 5

____ Not discuss this with Mrs. Smith, but keep on studying. After all, she means well, and she'll drop the issue eventually.

____ Speak directly to Mrs. Smith and explain your situation to her.

____ Talk to your siblings and see what they think you should do.

____ Go to the counselor, Mr. Garza, and tell him that you want to transfer to another literature class.

____ Plan to meet with Mrs. Cleaver, Mrs. Smith's best friend at school. Explain your concerns to her; perhaps she can talk to Mrs. Smith.

13. Case #2: Frustrated with the Noriko situation, Mrs. Smith approaches her best friend at school, Mrs. Cleaver. Because Mrs. Cleaver has been teaching for 35 years at the school, she thinks, Mrs. Cleaver will know how to solve the Noriko situation. What advice does Mrs. Cleaver give Mrs. Smith? Rank order the following choices.

____ Use a class discussion to talk about the importance of outside activities; maybe other classmates will be persuasive.

____ Mention the situation to Mr. Garza, the high school counselor, and hopefully he might broach the subject to Noriko when she picks up some college applications from him next week.

____ Call Noriko's parents, explain the situation, and have them ask Noriko to sign up for some school activities.

____ Leave Noriko alone: As a sophomore she needs to take responsibility for herself.

____ Meet with Noriko and explain that to get into a good college she'll be evaluated on her participation in extra-curricular activities. Match her with a student buddy who will take her to several different activities of her choosing.

Short Answer

14. Give five examples of different ways in which socialization and culture influence teacher-student interactions in the classroom.

    1. _____

    _____

    2. _____

    _____

    3. _____

    _____

    4. _____

    _____

    5. _____

    _____

15. Mr. Jones is concerned about one of his students, so over lunch one day he discusses the following situation with you as his colleague. Manuel transferred to the school from Mexico City two months ago. He is fluent in both English and Spanish. When Mr. Jones discusses a story with the class, he notices that Manuel does not participate on a daily basis, but sits quietly and watches him while the rest of the kids are interjecting and asking questions. Mr. Jones then asks you: "What do you think is going on with Manuel?" how do you respond?

_____

_____

_____

_____

_____

_____

_____

_____

Use the space provided below to answer questions 16 and 17.

16. From your teaching experiences in the classroom, describe an example of a culture clash that occurred between you and a student.

17. How did you deal with the situation?

Appendix D
Beliefs Survey

Date: _____ ID # _____

True or False? Why?

This is *not a test*, and there are no "right answers" per se. Your responses will be kept confidential.

Please read each of the following statements and label them true or false. Below each statement provide a rationale for your answer, including an example when needed.

_____1. Knowing a students' cultural and socioeconomic background allows teachers to predict how that student will perform in the classroom.

_____2. Multicultural curriculum is divisive because fostering students' ethnic identity only serves to alienate them from mainstream cultural values.

_____3. Teachers who celebrate Cinco de Mayo and Black History Month are doing a good job of addressing multicultural education in their classrooms.

_____4. Urban students as a group are not as successful in school as students in suburban schools.

_____5. All students enter school eager and ready to learn.

_____6. It is reasonable for teachers to assume that most families, including most minority families, value education.

_____7. The purpose of multicultural education is to teach minority students how to fit in the mainstream culture.

_____8. Allowing a racist remark to go unchecked is just as racist as having said the remark.

_____9. Standard English is the only appropriate language for the classroom.

_____10. Students can have their own values, but in class they must adhere to the teacher's values.

Open Ended Questions

1. I believe the three most important qualities of a good teacher are *:

   * Please provide an example of what each quality looks like in the classroom (i.e., specific behaviors—how do I know a student is showing/doing that quality?).

Quality	Sample Behavior
_____	_____
_____	_____
_____	_____

2. I believe the three most important qualities of an ideal student are *:

   * Please provide an example of what each quality looks like in the classroom (i.e., specific behaviors—how do I know a student is showing/doing that quality?).

Quality	Sample Behavior
_____	_____
_____	_____
_____	_____

3. I believe the following three words best describe children in urban schools*:

   * Please provide an example of what each word looks like in the classroom (i.e., specific behaviors).

Word	Sample Behavior
_____	_____
_____	_____
_____	_____

Appendix E
Sample Journal Assignment

Further Insights . . .

In your journals, please respond to the following questions:

- What personal insights did you have about your own behaviors and others while playing BARNGA?

- What understandings did you gain from the BARNGA simulation that are particularly relevant to the classroom?

Please share any additional thoughts regarding this session.

Appendix F
Initial Interview Guide

Date: _____ ID#:_____

I am going to ask you some questions that are related to your personal experiences here at _____ Elementary School and to your past teaching experiences. All of the information we discuss will remain confidential. When the study is completed, the tapes will be destroyed. Before we begin, do you have any questions you would like to ask of me?

1. How did you get into teaching?

2. Tell me about your teaching experiences here at _____.

Prompts:
- Grades/subjects?
- Curriculum?
- Tell me about your students (e.g., ethnicity, SES).
- Parent involvement?
- Describe the staff.
- Describe the principal.
- Describe the community.

3. Tell me about your teaching experiences prior to working at _____.

Prompts:
- Cities/towns where you taught?
- Private/public schools?
- Parent involvement?
- Describe the staff.
- Describe the communities.

4. Take a moment to think about some of the positive interactions you have had with some of your students. Tell me about them. What made those interactions positive for you?

5. Take a moment to think about some of the most difficult interactions you have had with some of your students. Tell me about them. What made those interactions difficult for you?

6. Take a moment to think about some of the positive interactions you have had with some of your students' parents. Tell me about them. What made those interactions positive for you?

7. Take a moment to think about some of the most difficult interactions you have had with some of your students' parents. Tell me about them. What made those interactions difficult for you?

8. In what ways did your teacher preparation program prepare you to work with students of diverse backgrounds? *(Ask the following question whether the participant responds that his/her preparation program provided* ***no*** *diversity training of any kind, or that diversity training* ***was*** *provided.)* If you could revamp your teacher preparation program, how would you prepare teachers to work with students of diverse backgrounds?

Prompts:

- Class Activities?
- Readings?
- Take-home Assignments?
- Field Work?
- Instructional Approaches?
- Philosophy?
- Minority Professors?
- Professors' Ethnicities?
- Classmates' Ethnicities?

9. Describe any coursework you may have taken or staff development sessions you may have attended that prepared you to work with students of diverse backgrounds?

Prompts:

- Undergraduate coursework? (e.g., philosophy of program, instructional approaches,
- Graduate coursework?
- Readings, activities, take-home assignments, etc.)
- Sponsored by school district with which you are employed?
- Sponsored by school district where you were employed previously?
- Coursework you took or sessions you attended because of personal interest rather than being required to do so?

10. What do you believe the role of teachers in today's schools should be?

11. Tell me what has influenced your current views on diversity.

12. I have really enjoyed our talk today and you have given me a great amount of valuable information about yourself. Is there anything else that you would like to talk about or share?

Appendix G
Final Interview Guide

Date:_____ ID#: _____
Interviewer:_____

Introduction to Interviewee:

"Your reflections on the content, process, and overall experience of participating in ODP are valuable to us in continuing to refine this project. Some of the questions I am going to ask you expand on information you have previously provided in the Impact Survey and in your final journal entry. Other questions will be entirely new. All of the information we discuss will remain confidential. When the study is completed, the tapes will be destroyed. Before we begin, do you have any questions you would like to ask of me?"

1. Having been through the Organizing for Diversity Project, how would you describe your current views on diversity?

   If interviewee does not speak to his/her confidence level then prompt with the following question:
   How has this training affected your confidence in your ability to address issues of diversity in the classroom?

2. Think back over the last year and tell me what do you think were the successes of this staff development program. What were the challenges?

3. If SEDL hired you as diversity trainer for the Organizing for Diversity Project and you could change this staff development program in **ANY WAY**, describe the changes you would make and why?

   If interviewee cannot provide an answer to this question, refer the interviewee back to the challenges he/she listed in question #3 and ask the following question:
   In the last question you answered that _____ were challenges. How would you work with these challenges to change them into successes.

4. As you are aware, dealing with diversity can be emotional and stressful for both the participants and the trainers. Were there any times or topics when you felt uncomfortable? Please tell me about them.

   If they talk about the class conflicts, after this discussion prompt the interviewee to talk about other times or topics by asking the following question:

   Were there other times or topics when you felt uncomfortable?

5. As a member of the cohort, you received a component of the Organzing for Diversity Project that the other participants did not, a peer-coaching session. How did you feel about this session?

   For non-coached cohort members, please skip this question and continue with number six.

   Prompts: What did they like about it? Were they uncomfortable at any time during the session? If so, please explain? What are suggestions for improvement for the session and/or for participation in the cohort?

6. In your journal(s) you wrote something that I would like you to expand on and clarify for me. Can you please clarify/tell me more about: *(If appropriate paraphrase or restate what they wrote that you want to address.)*

   _____

   _____

   _____

   Response (the following space is provided for interviewer's notes):

NOTE TO INTERVIEWER: For question #7, write the number of the survey question you want to have expanded on, paraphrase or restate what they wrote that you want to focus on, and write your question in the lined space below. The blank space is for your notes on the interviewee's response. This question is to be asked only if there was some unusual comment(s) made in the impact survey that needs to be elaborated on by the interviewee.

7. Impact Survey Question.

_____

_____

_____

Response (the following space is provided for interviewer's notes)

NOTE TO INTERVIEWER: For question #8, review the interviewee's transcript from the initial interview, identify any topics that may need further elaboration, compose 1-3 follow-up questions, and record these question(s) below. Ask these question(s) as question number five on this interview guide.

8. Interview Question(s)

_____

_____

_____

9. Are there any questions that I should have asked in this interview that I did not?

10. Do you have any questions for me?

Thank interviewee for their participation in this project.

Make sure that they have completed the paperwork for their $200 stipends.

Appendix H
Indicator Definitions

Indicators for Awareness

L	One's & others' behaviors	Conscious awareness of one's and others' behaviors.
L	One's values & their effects	Conscious awareness of one's own values and biases and *how* they affect the way one interacts with culturally different people (Brislin & Yoshida, 1994, p 30).
L	The need to respect diversity	Conscious awareness that differences exist among individuals and groups and valuing those differences rather than judging them by one's own standards.
M	The need to be comfortable with differences	One's ability to recognize and admit that there are differences in behaviors and values among individuals and groups and to feel comfortable with the awareness that one may not be able to behave according to these other values (Brislin & Yoshida, 1994). "We agree to disagree".
M	The need to be sensitive to circumstances	Conscious awareness that one may have a very hard time interacting with others from another cultural group and instead of denying this fact, realizing it and referring the individual to someone who could better assist them (Brislin & Yoshida, 1994).
M	The need to modify the way we teach CLD students	Conscious awareness that instruction should accommodate learning styles for CLD students.
H	The influences of culture on how we teach & learn	Conscious awareness that one's cultural background influences instruction, as well as students' abilities to learn.
H	The influence of culture on communication/interactions	Conscious awareness that one's cultural background (e.g., language, rules, norms, values) will affect the communication process between individuals. "Message sent versus message received".

Indicators for Cultural Knowledge

L	Sub-cultural differences & similarities	Knowledge that subsets of cultures exist. These subsets, not including ethnic membership, have some different values, norms and/or symbols that are not shared by all members of the larger culture. For example, yuppies, SES, physical disability, etc. (Gudyknunst & Kim, 1997, p. 19)
L	Interpersonal differences & similarities	Knowledge that any social encounter between two or more people in which all interaction that takes place is determined by the personal relationship between the individuals and by their respective individual characteristics (personal identities generate behavior or identities are attributed to individual characteristics and not to a culture) (Tajfel, 1978, p. 41 in Gudyknunst & Kim, 1997, p.30) Understanding differences and commonalities between yourself and an acquaintance.
L	Intergroup differences & similarities	Knowledge that all of the behavior of two or more individuals towards each other is determined by their membership in different cultures (cultural identity generates behavior or identities are attributed to a cultural group) (Tajfel, 1978, p. 41 in Gudyknunst & Kim, 1997, p.30) Understanding differences and commonalities between your cultural group and other cultural groups.
L	Intragroup differences & similarities	Knowledge of differences and commonalities within your own cultural group.
L	Culture specific knowledge	Knowledge about a particular cultural group (e.g., Hispanic).
M	Culture-general knowledge (dimensions of cultural variability)	Knowledge about theories or patterns that are commonly encountered in cross-cultural interactions regardless of the cultures involved (Brislin & Yoshida, 1994, p 37). (e.g., individualism/collectivism, power distance, masculinity/femininity, uncertainty avoidance, high/low context)
M	Alternative interpretations (culture clashes, multiple perspectives)	Knowledge that more than one reality exists.
M/	Diverse learning styles that	Knowledge of how the dimensions of cultural variability manifest themselves in CLD students' learning and

H	are culturally determined	relational styles (Examples can be found in Module 8, pp. 6-11)
M/ H	Diverse instructional strategies/materials that are culturally & linguistically appropriate	Knowledge of culturally responsive strategies to accommodate instruction for CLD students such as: 1) Use of color and design 2) Create "Welcome Center" where students can share food 3) Provide variety of multimedia to listen to music 4) Plan opportunities for students to express spirituality and creativity 5) Hands-on learning, space for activities 6) Cooperative learning 7) Involve students in planning of room arrangement 8) Position desk so that you send message of collaboration and not authority 9) Use light, temperature, formal and informal types of furniture to accommodate visual, auditory and kinesthetic differences (Module 9, p. 17)
H	Differences between description, interpretation, & evaluation (culture bump)	Knowledge of the difference between describing, interpreting and evaluating a person's behavior. *Description* - an actual report of what was observed with minimum distortion and without attributing social significance to the behavior *Interpretation* - an actual report of what was observed BUT with social significance attached or an inference about it made *Evaluation* - positive or negative judgements concerning the social significance we attribute to behavior (whether or not we like it) (Module 1, p. 17)

H	Strategies to gain culture specific knowledge	Knowledge of methods that assist the teacher in accessing culture specific information about their students such as Hollin's RIQ process and Moll's Funds of Knowledge 1) Observe students' behavior, both in interaction with others and with the teacher herself 2) Conduct formal and informal interviews with students, their parents, and others who have knowledge about the cultural group to which the students belong (cultural informant) 3) Conduct home visits by teacher 4) Review written records (e.g., life histories or biographical accounts previously compiled by others; questionnaires; documentation of a student's past academic performance) (Module 10, pp. 6-11)
	Intercultural communication Strategies for effective ICC	Knowledge that communication varies between people from different cultural backgrounds. Knowledge of strategies that facilitate effective ICC such as: 1) Listens 2) Withholds judgement 3) Considers alternative explanations 4) Uses Culture bump 5) Tolerates ambiguity 6) Manages anxiety 7) Empathizes 8) Makes predictions about and explains other's behaviors accurately 9) Adapts one's behavior (Chamberlain, Guerra, & Shernaz, 1999, p. 34)

Indicators for Intercultural Skills

L	Listens to other perspectives	Listens to others
L	Withholds judgements	Does not evaluate
L	Considers alternative explanations	Utilizes other perspectives to understand a situation/behavior
M	Tolerates ambiguity	Deals successfully with situations even when a lot of information needed to interact effectively is unknown (Gudyknunst & Kim, 1997, p.269).
M	Manages anxiety (uses strategies that reduce anxiety/stress)	Controls emotional responses triggered by fear that an event will produce negative consequences. Copes with stress from anxiety by: Change the situation causing the stress Change their attitude about the situation Accommodate to the stress (most realistic) (Shibusawa & Norton 1989 in Chamberlain, Guerra, & Garcia, 1999)
M	Demonstrates empathy	Takes the perspective of another person (Bell, 1987, p. 204 in Gudyknunst & Kim, 1997, p. 271) Seeing students' behaviors from the students' points of view (Chamberlain, Guerra, & Garcia, 1999) 1) Carefully listening to others 2) Understanding others' feelings 3) Being interested in what others say 4) Being sensitive to others' needs 5) Understanding others' point of view Imagine how other person is feeling (Gudyknunst & Kim, 1997, p. 271)
M	Uses teaching/learning strategies that are culturally and linguistically responsive (instructional domain)	Uses culturally responsive instructional strategies without understanding their purpose. Strategies may include but are not limited to: Including literature that promotes positive role models for all students and avoid stereotypes Using pictorial representations Using cooperative group learning Incorporating different storytelling and narrative styles

M	Uses culturally responsive approach to CLD students' behavior (relational domain)	Uses culturally responsive behavior management strategies without understanding their purpose. Strategies may include but are not limited to: 1) Removes student from interacting with peers (i.e., time out) 2) Privately reprimand student
H	Makes predictions about and explains others' behaviors accurately (uses cultural relevant knowledge to make appropriate interpretations/evaluations of CLD's student/parents' behaviors)	Uses cultural knowledge to accurately predict and explain students/parents' behaviors rather than relying on inaccurate stereotypes (Gudyknunst & Kim, 1997).
H	Interacts in a culturally and linguistically responsive manner to CLD students' behavior (relational domain)	Uses culturally responsive relational strategies with students and understands cultural link such as: 1) Different styles of conflict management 2) Different ways to recognize and praise 3) Different styles of behavior management 4) Varies communication styles (low/high context)
H	Interacts with CLD parents in a culturally and linguistically responsive manner (relational domain)	Uses culturally responsive relational strategies with CLD students' parents and understand cultural link such as: 1) Different styles of conflict management 2) Different ways to recognize and praise 3) Varies communication styles (low/high context)

Appendix I
Memorandum of Understanding

This memorandum of understanding delineates the terms under which the Southwest Educational Development Laboratory and School Y would work together from August, 1998 to June, 1999 to deliver staff development on intercultural communication in the classroom and to participate in the research component of the *Organizing for Diversity Project*.

I understand that School Y will:

- Have full faculty participation and written approval;
- Have the administration attend all training sessions;
- Provide space with arranged seating, necessary equipment, and refreshments at each staff development session;
- Provide the equivalent of six days of teacher release time during the academic year to be scheduled by mutual agreement;
- Allow designated invitees such as the staff development coordinators of Albuquerque Public Schools and other districts and university faculty to attend training at the discretion of the principal; and
- Permit SEDL staff to conduct interviews and in-class observations with volunteer teachers.

I understand that SEDL staff will:

- Provide copies of the diversity training modules and other materials to each participant at no cost to the school or district;
- Provide the equivalent of six days of on-site staff development sessions at no cost to the school or district;
- Furnish on-site coaching to participants throughout the staff development effort;
- Conduct classroom observations and interviews with the ten volunteer cohort teachers and the randomly selected observation/interview group (five teachers);
- Provide a $200 stipend to each member of the volunteer cohort (ten teachers) and the randomly selected observation/interview group (five teachers);

- Document the process and outcomes of this project to provide a model that can be used by other schools; and
- Invite interested faculty and administration to co-author research articles or co-present at local, state, and national conferences on the project.

It is understood that School Y and participating teachers agree that information collected during the project about the District teachers' practices and their classrooms may be used in any reports or other documentation of this project, provided that no teacher, classroom, or school be individually identifiable except with the expressed, written permission of the District, school, and teacher.